english

English

Language Guide

July 2015
English 1.2
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ESL
Recommended Grammar Sequence

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MAJOR LANGUAGE LEARNING ACTIVITIES

GUIDING PRINCIPLES

As a missionary you have the responsibility to seek the gift of tongues to fulfill your purpose in the mission language. Your teachers will guide you, but you will be most successful as you take personal responsibility for your language learning. Chapter 7 of *Preach My Gospel* and the following components of the MTC language program will help you understand how to learn your mission language.

SPEAK YOUR LANGUAGE

Language immersion plays a foundational role in the MTC language program. One of the ways you can seek the gift of tongues is to speak the language as much as possible. As a rule, teachers always speak the mission language, using English to facilitate selected activities.

PROGRESSING INVESTIGATORS

Beginning early in your MTC experience you will have daily teaching appointments with people who will take the role of progressing investigators. As you teach your progressing investigators, you will become aware of your own language needs and be motivated to learn in order to help them progress. Your experience teaching will be the driving force behind many of your decisions regarding language learning. Your teachers also use the information they gain as investigators to direct Group Instruction and Coaching Missionary Study.

GIFT OF TONGUES

You are an authorized servant of the Lord, called of God to act on His behalf. He will help you as you exercise faith and work as hard as you can. Strive to make learning the language a spiritual experience. Seek for the gift of tongues and other gifts of the Spirit (see *Preach My Gospel*, 91 and 133). Know that your teachers' instructional decisions always demonstrate their faith in your ability to fulfill your purpose in the mission language.

MISSIONARY-DIRECTED ACTIVITIES

TECHNOLOGY-ASSISTED LANGUAGE LEARNING (TALL)

TALL is the name given to MTC language-learning software and print materials. These materials are the primary resources you will use to learn vocabulary and phrases during language study. TALL software is the best resource for providing repetition and pronunciation practice. Each day (except Sundays) you will spend 60 minutes in a computer lab using TALL.

LANGUAGE STUDY

Each day you will have 60 scheduled minutes to study the language on your own. Apply the principles in Chapter 7 of *Preach My Gospel* as you create and apply your own language study plan. Use all available resources including your dictionary, *Vocabulary and Phrase Book* (VP Book), simple grammar text, *Preach My Gospel* and scriptures in your mission language, and TALL software. Also plan to spend a portion of your language study time reviewing the board display for the upcoming grammar instruction.

TEACHER-DIRECTED ACTIVITIES

GROUP INSTRUCTION

Grammar Instruction and Task Instruction are the two major types of group language instruction. Your teachers will generally follow the order outlined in this book. The purpose of these activites is to provide you with multiple opportunities for meaningful practice using essential vocabulary, phrases, and grammar patterns. Grammar activites in the *Language Guide* are not designed to give detailed explanations of grammar; if you need an in-depth description, use your grammar books or TALL.

COACHING STUDY

Your teachers will help you apply the principles in Chapter 7 of *Preach my Gospel* to improve your ability to become an effective language learner. Make inspired decisions as you become more aware of your needs, the needs of your investigators, the conversion process, and your own learning process. Set goals to improve each day.

BREAKING THE LANGUAGE PLATEAU

You may have asked yourself, "How much of my mission language do I need in order to fulfill my purpose? How should I start? What do I need to become proficient?"

Everything you do as a missionary, including at the MTC, should focus on your missionary purpose.
To do this as a language-learning missionary:

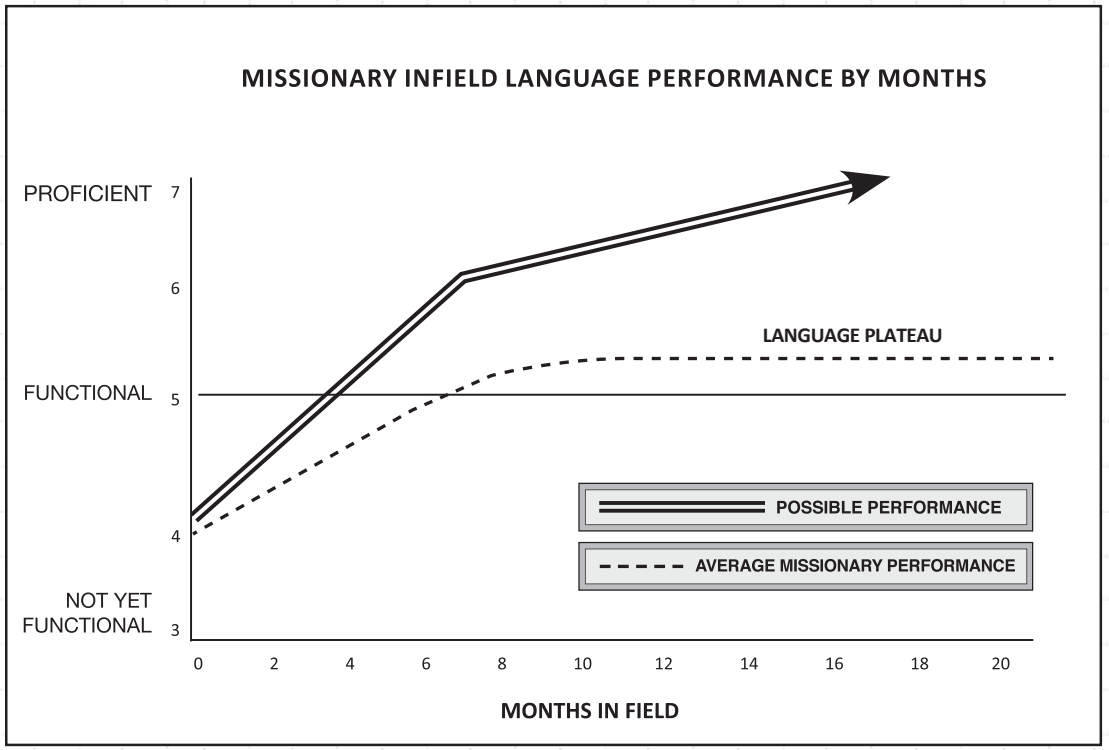
- Recognize that you have been called of God by a prophet to preach the gospel in a new language (D&C 90:11).
- Be motivated by love for the Lord and for the people you serve (D&C 46:9, 26; 1 Cor. 14:12).
- Live worthy of the Holy Ghost by obeying the commandments and missionary standards (D&C 46:9, 33).
- Pray continually for divine assistance to obtain the gift of tongues (D&C 46:28, 30-32).
- Study, practice, and use the mission language as much as possible each day (1 Cor. 12:31).

CHALLENGE YOURSELF

- What can you do to keep from plateauing?

- How can you continue to improve throughout your mission?

ALL YOU NEED TO LEARN your mission language and improve throughout your mission are the principles in *Preach My Gospel*, Chapter 7. This introduction will help you apply those principles while in the MTC.



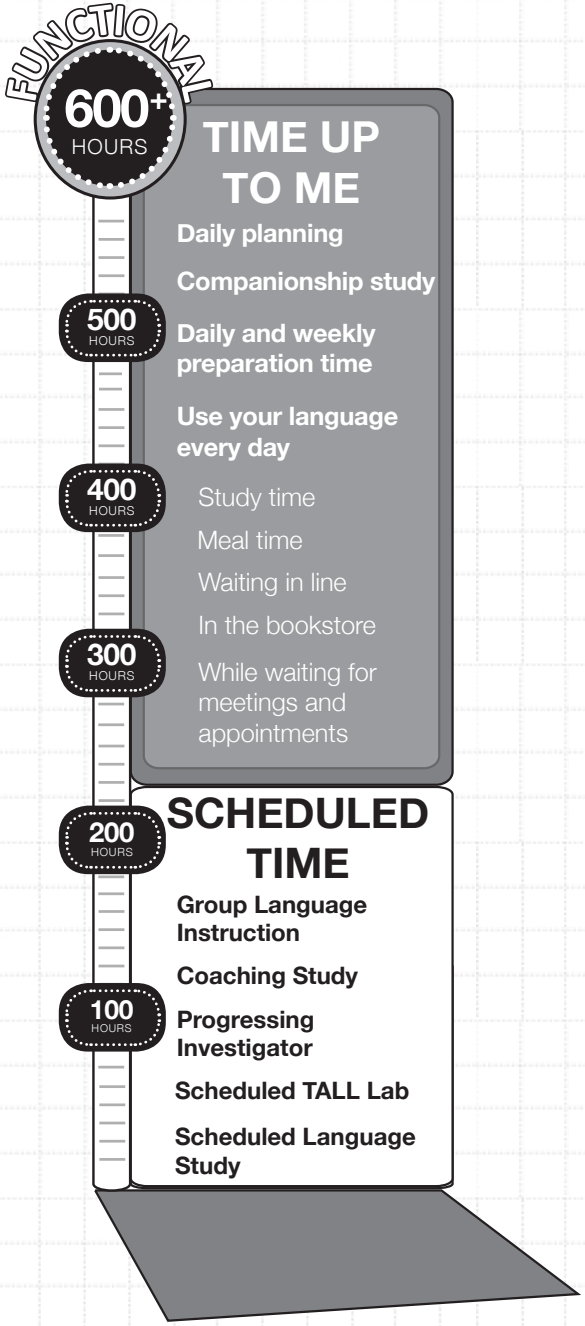
This graph shows missionary language growth over time. Many missionaries plateau, or stop improving, when they start feeling comfortable with the language. The graph also shows what is possible if missionaries apply Chapter 7 of *Preach My Gospel.*

What is functional?

Being functional in a language means that you are able to hold conversations and get by with your daily missionary life in your mission language. Elder Jeffrey R. Holland explained the value of studying beyond the functional level in the language. "Don't be satisfied with what we call a missionary vocabulary only. Stretch yourself in the language, and you will gain greater access to the hearts of the people" (*Missionary Satellite Broadcast*, Aug. 1998).

HOW FAR WILL YOU REACH AT THE MTC?

It takes time and hard work to preach fluently in a new language. Experience shows, depending on your native language and your mission language, that in most cases you need **600 –1000 hours** of instruction and practice just to function in the language. Here is a summary of the number of hours scheduled for language activities in the MTC.



Language learning is a challenging task that requires dedication and diligence (*Preach My Gospel*, 128). With time you may feel comfortable in the language, but "do not stop improving your language skills once people begin to understand you" (*Preach My Gospel*, 128).

Take responsibility for your language learning, and don't just rely on teachers or scheduled activities *(Preach My Gospel,* 128*)*. A missionary in the six-week language training program has over 600 waking hours in the MTC. Missionaries in nine-week training are given over 950 hours because the languages they are learning will take them more time to reach a comparable level of functionality.

DID YOU KNOW?

If you take advantage of all of the additional study time that is not listed in your schedule, then you will have more than 140 additional hours of SYL while you are in the MTC!

WHAT MORE CAN YOU DO?

We have provided a few examples of times where you could be speaking and practicing your language. Keep in mind that these are only suggestions. Don't limit yourself.

VISION, GOALS, PLANS, AND ACCOUNTABILITY

ESTABLISH A VISION

A vision is an idea of where you want to be down the road in the future. It is far beyond where you are now. It considers your resources (time, materials, and teachers). Here are some examples:

- Be able to "speak from the heart in [my] own terms... speak out of [my] own conviction" (*Preach My Gospel* , 175-176).
- Understand native speakers so that I can meet their needs.
- Be able to teach the doctrines "with clarity and power" (*Preach My Gospel,* p. 20).
- Be able to "expound the scriptures when [I] teach" (*Preach My Gospel,* p. 182).

SET INSPIRED GOALS

A vision is exciting and it makes you feel good, but it isn't actionable. This is why it is vital to set inspired goals. For a goal to be helpful you need to know how to measure your progress over time. You need to set long-term goals and short-term goals. Here are some examples of long-term goals:

- Know all the words and phrases for the first three lessons, as found in the TALL VP book.
- Memorize 1000 common words and phrases.
- Memorize 100 scriptures and parables.

Even though you can measure these long-term goals, they're too big to accomplish in one sitting. Well-defined short-term goals are about what you have to accomplish in the language right now. They are always about the people you are teaching. Here are some examples:

- Learn 12 words from Lesson 1 to teach Juan about the Book of Mormon.
- Memorize Mosiah 2:41 for the lesson with the Gomez family.
- Learn to say 15 new words/phrases during SYL that I can use to get to know Brother and Sister Gomez better.

CREATE AND EXECUTE PLANS

Specific plans to accomplish your goals include **what**, **how**, **when** and **where** you will accomplish them. You will make plans for what you will do during your formal language study time as well as what you will do throughout the day to improve your language. For example, if your goal is memorize Mosiah 2:41 for the lesson with the Gomez family, your plans might include:

- Read Mosiah 2:41 during personal study.
- Read it in the language during language study.
- Spend 15 minutes trying to memorize it. Make a flashcard.
- Carry the flashcard throughout the day. Review it while walking to meals.

ACCOUNT FOR YOUR EFFORTS

Accounting for your efforts is vital to your growth in the language. This includes reporting your efforts to your mission leaders and to the Lord through prayer. Some helpful questions may include: how did your language study enable you to help those you teach? What have you done to accomplish your learning goals? How is your study helping you?

LANGUAGE CORE

The Language Core establishes a language foundation and helps you push yourself. It helps you focus and pace your language study. The core includes the four essential components of a missionary's language. With hard work, missionaries can learn at least the basic core while in the MTC.

YOUR TEACHERS CAN HELP YOU IDENTIFY WORDS AND PHRASES TO INCLUDE IN YOUR CORE LANGUAGE.

ESSENTIAL COMPONENTS	BASIC CORE	EXTENDED CORE
Vocabulary	500 words	1000 words
Phrases	150 phrases	250 phrases
Grammar	All language guide topics	2nd text topics
Scriptures	15 scriptures	30 scriptures

LANGUAGE MATERIALS

Preach My Gospel says to select language tools, which include the following:

- The TALL VP book and your language guide to identify vocabulary, phrases, and grammar to study.
- The dictionary will also be essential. **Always** carry it with you.
- The scriptures constantly help you learn the language. Study the scriptures you'll share while teaching, as well as scriptural passages and chapters you can discuss with your investigator.
- The lessons in Chapter 3 of *Preach My Gospel* provide additional ways to say the things you need to teach your investigator.

MATERIALS AND TOOLS

These materials are what Step 2 of "Create a Language Study Plan" is referring to. Select which tools to use. (*Preach My Gospel*, 129).

REMEMBER:
1. Learn the things to teach your investigator, and
2. Learn what you need communicate throughout the day.

WHY LANGUAGE STUDY PLANS?

A language study plan allows you to reach your language goals. Review *Preach My Gospel*, 129–131 and then read the section below. If you have questions, ask your teacher to help you, or refer to the example plan on the following page.

STUDY PLAN

GOALS

PLANS

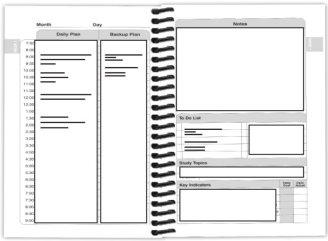
EFFECTIVE LANGUAGE STUDY PLANS INCLUDE TWO PARTS:

A WORKSHEET

- Goals stating **what** you will learn.
- Study plans and ideas for **how** you will study.

A CALENDAR OR PLANNER TO DECIDE:

- **When, where,** and **how much** language you will study each day, broken down by hours.



For the best strategies on learning your language, refer to *Preach My Gospel*, 128–131. Try each strategy from each bolded section for a few days before deciding which ones work best for you.

EXAMPLE PLAN # 1

My Language Study Plan

This week's goals: [what]

- Memorize & use all new grammar
- Learn 100 more words
- Learn 40 more phrases
- Memorize 5 scriptures
- SYL 12 hours each day
- Read a chapter/day in the Book of Mormon

Study Plans: [how]

- Use every moment well.
- Use the study ideas from our teacher [how to memorize, how to pronounce]
- Ask teacher for things to improve [say differently] after each lesson
- Choose scriptures, words, & phrases from what our investigator needs
- Daily learn rate: 15 words, 6 phrases, 1 scripture. Read Book of Mormon & study grammar after that. SYL all the time.
- Memorizing scriptures: study them in English during personal study. Start learning them in the language during language study. Practice them walking to meals & when waiting.
- Words & phrases: start picking them during companion study. Finish choosing & figuring them out during language study & TALL. Review & get them down during meals & other slow times.
- Grammar: study it during language study & TALL. Have companion quiz me on it 3x this week.
- SYL: Try really hard to say things. Look things up & find out how to say them. Then say them. Fix alot of mistakes (60 for 20+/day). Try to SYL through every meal. Maybe all day Sunday too.

Investigator: [why]

- If I study hard & use the language all the time, I'll speak better when I teach.
- If I work hard & am worthy, I can pray for the gift of tongues & I will receive it. I must ask for it in prayer.
- Review plan, especially long term goals every day. Keep focused on preaching to the people with power!
- Study Preach My Gospel & scriptures about my purpose, culture, & the gift of tongues.
- Pray constantly about the people in my mission.

What do you see in these sample plans that you hadn't considered?

[when]

Month January Day 15 Tuesday

WEEK 3

	Daily Plan	Backup Plan
7:00	Breakfast/add. study	SYL
8:00	Progressing Inv.	Listen for words & look them up
9:00	Fundamental - Bible of Holy Ghost	
9:30		
10:00		
10:30	Coaching Missionary Sr.	Error correction & suggestions
11:00	Personal Study	
11:30		
12:00	Lunch SYL	
12:30		
1:00	Language Study	
1:30		
2:00	Class ~ Comp. Study	Practice for TRC (grammar correction)
2:30		
3:00	TRC - Restoration	
3:30		use what I studied
4:00	Coach. Missionary Study	
4:30		
5:00	Dinner [memorize while in line]	
5:30		
6:00	Gym	
6:30		
7:00		
7:30	TALL - MTC core grammar	
8:00		
8:30	Additional Study	Comp. Language Quiz
9:00	Daily Planning	Eval. goals, plan language for tomorrow

Notes

New Words
Molitva
Bog
Vjera

To Do List

- Correct 20+ Errors
- Memorize: 1 Scripture, 15 words, & 6 phrases

Study Topics

Personal
Companion

Key Indicators		Daily Goal	Daily Actual
Lessons taught to investigators with a member present			
Other lessons taught			
Referrals	Received		
	Contacted		
New investigators			

EXAMPLE PLAN # 2

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
This week's language goals: No grammar mistakes (command form), memorize 20 words/day.							
Weekly Plans	Make Weekly language study plan	Teach John "The Restoration" My Plan: 1. Teach him how to pray. 2. Invite him to read the Book of Mormon and pray about it.	TRC teaching a volunteer My Plan: 1. Get to know volunteer. 2. Share a simple overview of The Restoration	Follow-up visit with Krista My Plan: 1. Follow-up on her commitment to read 3 Nephi 11 (if she didn't read, read with her.) 2. Find out what was meaningful to her as she read.	Follow-up visit with John My Plan: 1. Follow-up on his commitment to pray about Joseph Smith. 2. Bear my testimony of Joseph Smith and President Monson. 3. Invite him to be baptized again.	Teach Krista "The Plan of Salvation" My Plan: 1. Follow-up on her commitment to be baptized. 2. Use "How to Begin Teaching" to apply the lesson to her baptism. 3. Teach the lesson.	Teach John "The Plan of Salvation" My Plan: 1. Ask him a few simple questions about his beliefs 2. Teach "The Atonement" and share Alma 7: 11-13. 3. Invite him to come to church.

Monday:

a.) Teach John how to pray
- i) Study "The Restoration" pamphlet "How can I Know?" in the language.
  - (1.) Identify new vocab and memorize at least 10 new words. (5 minutes)
  - (2.) Practice teaching the "How do I Pray?" steps in my own words. (10 minutes)
- ii) Study command form for giving directions about how to pray.
  - (1.) Conjugate 5 verbs in the command form. (7 minutes)
  - (2.) Say all my commands in the mission language all day.
- iii) Practice with my companion, get feedback, and repractice. (8 minutes)

b.) Invite him to read the Book of Mormon and pray about it.
- i) Study the grammar materials to extend "Will you..." questions (5 minutes)
  - (1.) Conjugate 5 verbs in the future tense without errors. (5 minutes)
  - (2.) Practice my commitments with my companion before each lesson and have him correct my conjugation.
- ii) Study 10 new words and 3 phrases in TALL VP on extending invitations. (10 minutes)
- iii) Write down blessings that come from reading the Book of Mormon and translate them. Have my teacher check them during coaching. (10 minutes)

Long-term Goals:
- Finish all grammar lessons before leaving MTC
- 2,000 words, 500 phrases by 6 months
- Speak fluently by 12 months

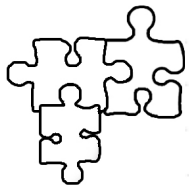
What else would you want to include in your language study plan?

ACTIVITY: LANGUAGE STUDY PLANS

- ☐ Look at the sample language study plans on pages 10 and 11.
- ☐ Evaluate the goals. Are the goals measurable? Do they reflect what the missionary will be learning?
- ☐ When will the missionary study each day? Where and how much will he or she study each day?
- ☐ Do the missionary's plans involve memorizing, applying grammar, and correcting errors?
- ☐ Using the sample language study plans as a guide, practice setting one goal that states that what you will learn. Make sure it is measurable and attainable.
- ☐ In your planner, write when, where, and how much you will study to accomplish your goal.
- ☐ Using the principles you have learned, create a complete language study plan. Ask your teacher or another missionary to give feedback and evaluate your language study plan.

STEP 1: KNOW THE MEANING

- Always find out the meaning of what you are learning. Learn the meaning of each word, and write it down if necessary.
- If you're learning grammar, find out what the grammar concept means. Be able to explain it. If you're learning words, don't ignore how prefixes and suffixes affect meaning.
- Practice repeating the meaning of each word out loud.

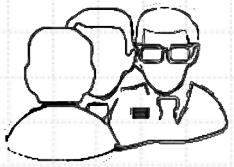


STEP 2: FOCUS ON THE FORM

- All language is made up of two things: the meaning and the words which carry that meaning.
- Form includes how it sounds, how it's pronounced, and how it's written (or for ASL, how it's gestured). Form also includes noticing patterns in grammar and word order in phrases.
- Find out how to say each word and practice until you can pronounce it correctly.

STEP 3: PRACTICE ALOUD

- We use our body to speak. Our vocal tract (lips, tongue, jaw, and throat) moves and our ears are activated. We also move our faces and gesture with our hands.
- We learn and remember language much better when we practice it physically, building muscle memory.
- Practice your words, phrases, or grammar out loud, repeatedly. Say it again and again until it becomes automatic and you can do it without notes.



STEP 4: APPLY IT

This step takes our focus back to where we started—on the meaning.

- Use what you're learning in real situations.
- If it's part of a lesson, practice teaching it to your companion.
- Think about the meaning of what you say, and express it with feeling. Do the same as you teach others and as you converse.

STEP 5: PLAN SPACED REVIEWS

Steps 1–4 place language firmly in your short-term memory. Unfortunately, that language won't stay there very long. Step 5 moves language to your long-term memory where it will remain for good.

- Early reviews may require you to use notes or materials to look up certain parts. Be sure that all early reviews are done aloud. Early reviews are complete when you can fluently produce the words, phrases, scriptures, or grammar without looking at notes.
- Later reviews can be less frequent. The more you know something, the less you will need notes, and the more you will be able to review language while doing other physical tasks (walking, standing, shaving, etc.).

FREQUENCY OF SPACED REVIEWS:

PREPARING FOR THE FIELD——

You will experience a significant transition in your language learning as you leave the MTC. You will go from lots of individual language study to feeling like you have only one hour a day. Language study may get replaced with district meetings, Sunday meetings, weekly planning, preparation day activities, teaching appointments, or even interviews and zone conferences. Guard your language study to prevent this from happening. If you can't hold it in the morning, ask your companion or mission president when you can make it up. Pay attention to moments when study time is available—meal times and evening time, riding transportation, or waiting for meetings or interviews. Do what is necessary to study the language for an hour or more every day.

All of the language learning strategies found in Chapter 7 of *Preach My Gospel* are based on these five steps. Missionaries who use all five steps learn their language faster, and they remember it better. Missionaries who skip one or more of these learning steps struggle to learn.

The following activities will help you apply the five language learning steps. As you do each activity, pay attention to how the language learning steps are being used.

ACTIVITY: MEMORIZATION

- ☐ Read Moroni 10:5 in your mission language.
- ☐ Make sure you understand what each word means in your native language. Use your tools to look up the meaning. Look at individual words, endings, and the word order.
- ☐ Practice the pronunciation by reading slowly. Have a native speaker or your teacher correct your pronunciation and repeat again.
- ☐ Memorize the scripture. Start with parts of phrases, then whole phrases, then the whole verse.
- ☐ Continue to repeat from memory. Each time you repeat the verse, you'll gain fluency in that scripture and those words.
- ☐ Use the scripture in a missionary situation such as teaching your progressing investigator about the Book of Mormon.
- ☐ Use your planner to record when you will study this scripture. After a day or two, evaluate yourself to see if you reviewed the scripture and how it went.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: APPLY GRAMMAR
Examples to Rules

- ☐ Choose a grammar principle that you haven't learned yet. Find five example sentences from the language guide (board display) for your mission language.
- ☐ Copy these sentences so you can look at them all together.
- ☐ Look for the pattern between the five sentences and seek to understand the context. Using this grammar rule, write five sentences of your own involving a principle you will be teaching to your progressing investigator.
- ☐ Write a sentence to describe the grammar rule used in the five sentences. Look up the explanation given in your grammar guide to check what you wrote.
- ☐ Practice saying the five sentences aloud, and also use the grammar rule you learned to create some additional sentences. Practice the new sentences aloud.
- ☐ Use the grammar rule and sentences you created to practice teaching a gospel principle to your progressing investigator.
- ☐ Use your planner to record when you will review this grammar principle. As you review it, teach it to your companion, and evaluate your initial study.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: APPLY GRAMMAR
Rules to Examples

- ☐ Choose a grammar principle that you haven't learned yet, and look up the rule in a grammar book.
- ☐ When you use this grammar principle, what does it mean? Write it down.
- ☐ Where is this grammar rule used in a sentence? When do you use it? Write down this information.
- ☐ Using this grammar rule, write five sentences of your own involving a gospel principle you will be teaching to your progressing investigator.
- ☐ Check your sentences to be sure you correctly used the meaning and form of the grammar rule. If a teacher is available, have him or her check your sentences for errors.
- ☐ Practice speaking by saying the sentences you created out loud. Repeat each sentence several times to increase your fluency.
- ☐ Using the sentences you created, practice teaching your progressing investigator.
- ☐ Use your planner to record when you will review this grammar principle. As you review it, teach it to your companion, and evaluate your initial study. Make goals to improve your study.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: ERROR CORRECTION

- ☐ Identify three phrases in your native language in the TALL VP book or Preach My Gospel to use while teaching your progressing investigator.
- ☐ Translate the phrases into your mission language without looking. Cover up the language side if using the TALL VP book. You may write the sentences down or say them aloud.
- ☐ Compare your phrases with the native translation in the VP book or a language version of Preach My Gospel.
- ☐ Identify errors in the translation. What did you learn about the meaning and form?
- ☐ Practice saying the corrected phrases out loud.
- ☐ Apply these sentences to a real missionary situation. For example, include these phrases as you practice teaching a gospel principle to your companion.
- ☐ In your missionary planner, write plans to improve and fix your errors. After a day or two, evaluate yourself to see if you have reduced the number of errors you make.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

INTRODUCTION: ELEMENTS OF A BOARD DISPLAY

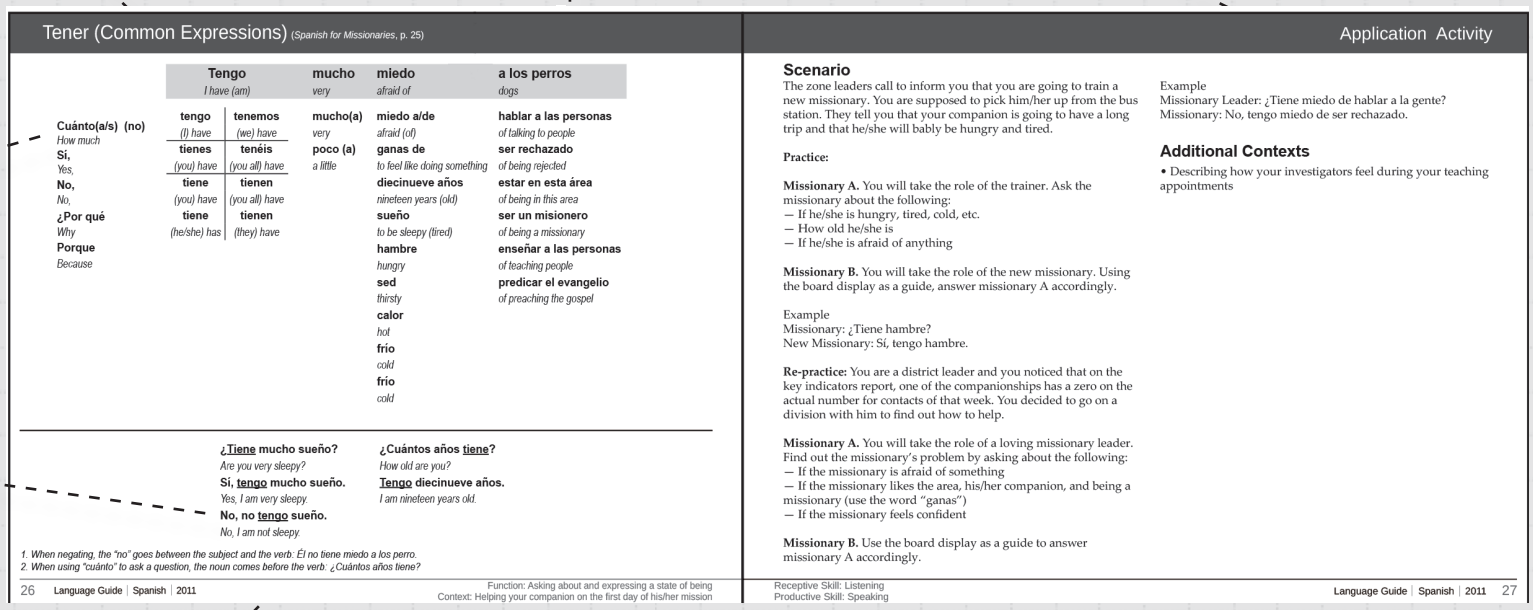
GRAMMAR PRINCIPLE

HEADER SENTENCE

The header sentence demonstrates the grammar principle that is being used in the board display. It functions as a guide for the rest of the board display.

APPLICATION ACTIVITY

Each board display is followed by an application activiy based on the context from the board display. You will be fully engaged in using the grammar principle and vocabulary just learned in a meaningful missionary scenario that mirrors the kinds of tasks you will perform in the field.



Tener (Common Expressions) *(Spanish for Missionaries, p. 25)*

Tengo *I have (am)*		mucho *very*	miedo *afraid of*	a los perros *dogs*
tengo *(I) have*	tenemos *(we) have*	mucho(a) *very*	miedo a/de *afraid (of)*	hablar a las personas *of talking to people*
tienes *(you) have*	tenéis *(you all) have*	poco (a) *a little*	ganas de *to feel like doing something*	ser rechazado *of being rejected*
tiene *(you) have*	tienen *(you all) have*		diecinueve años *nineteen years (old)*	estar en esta área *of being in this area*
tiene *(he/she) has*	tienen *(they) have*		sueño *to be sleepy (tired)*	ser un misionero *of being a missionary*
			hambre *hungry*	enseñar a las personas *of teaching people*
			sed *thirsty*	predicar el evangelio *of preaching the gospel*
			calor *hot*	
			frío *cold*	
			frío *cold*	

Cuánto(a/s) (no) *How much*
Sí, *Yes,*
No, *No,*
¿Por qué *Why*
Porque *Because*

¿Tiene mucho sueño? *Are you very sleepy?*
Sí, tengo mucho sueño. *Yes, I am very sleepy.*
No, no tengo sueño. *No, I am not sleepy.*

¿Cuántos años tiene? *How old are you?*
Tengo diecinueve años. *I am nineteen years old.*

1. When negating, the "no" goes between the subject and the verb: Él no tiene miedo a los perro.
2. When using "cuánto" to ask a question, the noun comes before the verb: ¿Cuántos años tiene?

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Function: Asking about and expressing a state of being
Context: Helping your companion on the first day of his/her mission

Application Activity

Scenario
The zone leaders call to inform you that you are going to train a new missionary. You are supposed to pick him/her up from the bus station. They tell you that your companion is going to have a long trip and that he/she will bably be hungry and tired.

Practice:

Missionary A. You will take the role of the trainer. Ask the missionary about the following:
— If he/she is hungry, tired, cold, etc.
— How old he/she is
— If he/she is afraid of anything

Missionary B. You will take the role of the new missionary. Using the board display as a guide, answer missionary A accordingly.

Example
Missionary: ¿Tiene hambre?
New Missionary: Sí, tengo hambre.

Re-practice: You are a district leader and you noticed that on the key indicators report, one of the companionships has a zero on the actual number for contacts of that week. You decided to go on a division with him to find out how to help.

Missionary A. You will take the role of a loving missionary leader. Find out the missionary's problem by asking about the following:
— If the missionary is afraid of something
— If the missionary likes the area, his/her companion, and being a missionary (use the word "ganas")
— If the missionary feels confident

Missionary B. Use the board display as a guide to answer missionary A accordingly.

Example
Missionary Leader: ¿Tiene miedo de hablar a la gente?
Missionary: No, tengo miedo de ser rechazado.

Additional Contexts
• Describing how your investigators feel during your teaching appointments

Receptive Skill: Listening
Productive Skill: Speaking

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QUESTION WORDS

This section has words or phrases used to form questions with the board display.

EXAMPLES

This section contains example questions and sentences that use the grammar principles of the board display.

NOTES

Occasionally, board displays will have notes that help explain how to use the board display.

FUNCTION & CONTEXT

The function best describes how the grammar principle is actually used in communication.

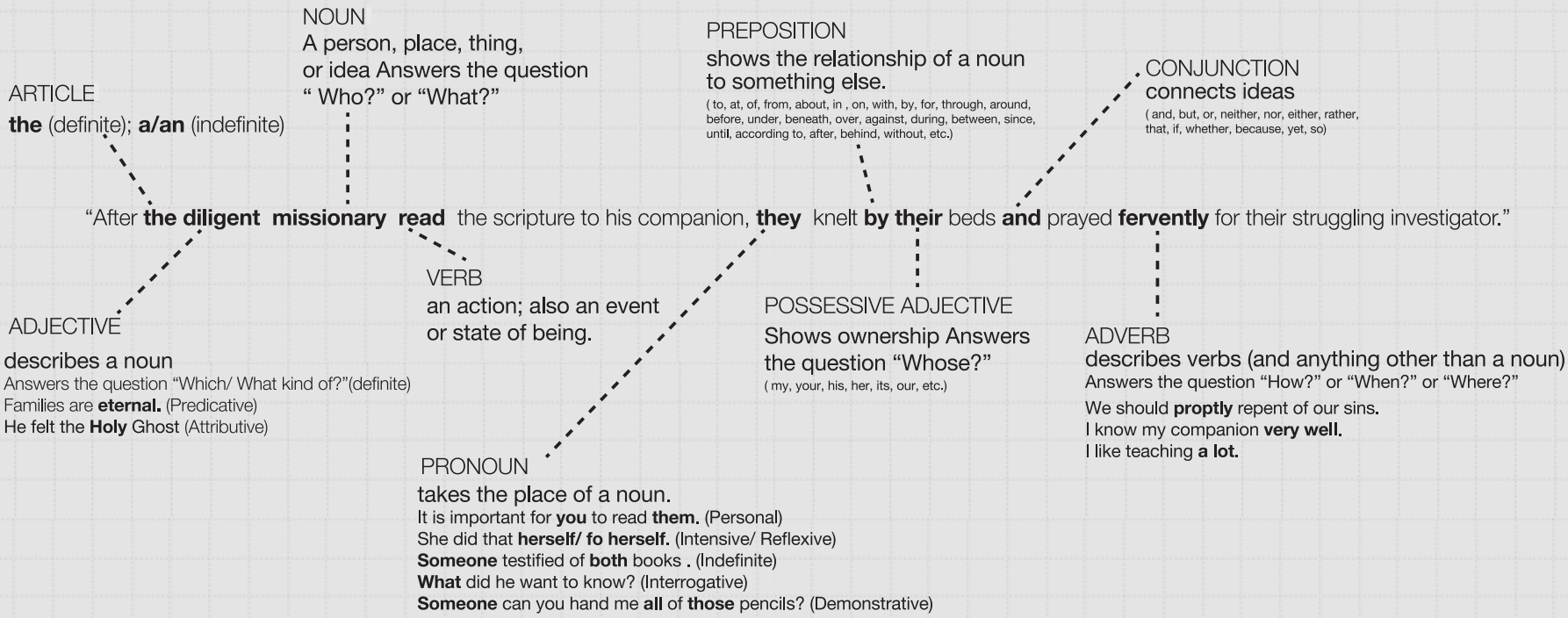
The context is the framework around which the vocabulary of the board display was selected. Contexts are missionary centered.

RECEPTIVE & PRODUCTIVE SKILL

The Receptive Skill tells how the Application Activity will help you understand your mission language.

The Productive Skill tells what type of communication the Application Activity will require you to use.

ENGLISH GRAMMAR TERMS


ARTICLE
the (definite); a/an (indefinite)
NOUN
A person, place, thing, or idea Answers the question " Who?" or "What?"
PREPOSITION
shows the relationship of a noun to something else.
(to, at, of, from, about, in , on, with, by, for, through, around, before, under, beneath, over, against, during, between, since, until, according to, after, behind, without, etc.)
CONJUNCTION
connects ideas
(and, but, or, neither, nor, either, rather, that, if, whether, because, yet, so)
"After the diligent missionary read the scripture to his companion, they knelt by their beds and prayed fervently for their struggling investigator."
ADJECTIVE
describes a noun
Answers the question "Which/ What kind of?"(definite)
Families are eternal. (Predicative)
He felt the Holy Ghost (Attributive)
VERB
an action; also an event or state of being.
POSSESSIVE ADJECTIVE
Shows ownership Answers the question "Whose?"
(my, your, his, her, its, our, etc.)
ADVERB
describes verbs (and anything other than a noun)
Answers the question "How?" or "When?" or "Where?"
We should proptly repent of our sins.
I know my companion very well.
I like teaching a lot.
PRONOUN
takes the place of a noun.
It is important for you to read them. (Personal)
She did that herself/ fo herself. (Intensive/ Reflexive)
Someone testified of both books . (Indefinite)
What did he want to know? (Interrogative)
Someone can you hand me all of those pencils? (Demonstrative)

INTERJECTION
any emotional greeting or exclamation.

SUBJECT
who or what **does the action** (word or phrase). The subjects in the sentence on the top left are "the dilligent missionary" and "they."

DIRECT OBJECT
who or what **receives the action** of the verb (word or phrase). The direct object in the sentence above is "the scripture."

INDIRECT OBJECT
to whom or for whom an action is intended (word or phrase). The indirect object in the sentence above is "his companion."

PREPOSITIONAL PHRASE
all the words to which a preposition refers; it also includes the preposition iteself. Prepositional phrases in the sentence above include " by their beds" and "for their struggling investigator."

PASSIVE VOICE
the subject of the sentence undergoes the action of the verb.

Active voice: God called Joseph
Passive voice: Joseph was called (by God)
Active voice: We make mistakes.
Passive voice: Mistakes are made

VOWELS
the letters, *A, E, I, O, U* and sometimes *Y* (unobstructed air flow)

CONSONANTS
any other letter (obstructed air flow)

REFLEXIVE VERBS
the subject is also the object.
(get baptized, get ready, get dressed)

INTRANSITIVE VERBS
have no direct object (disappear, smile, die, repent, pray)

CLAUSE
a group of words with a subject and a verb.

INDEPENDENT CLAUSE
can stand alone as a sentence.

DEPENDENT CLAUSE
cannot stand alone as a sentence.

PREDICATE
the part of the clause that is not the subject

I am a missionary. (Nominal)
Jesus **is kind.** (Adjective)

WHAT IS A LANGUAGE FUNCTION?

Language functions describe what you should be able to do as a result of learning a particular grammar principle. Notice that each function is meant to encourage two-way conversations in your mission language. Each grammar principle in this language guide is a part of one of the following ten language functions:

Asking about and expressing a state of being
Asking about and expressing possession or ownership
Asking about and describing objects, people, and their characteristics
Asking about and expressing desire, need, preference, ability, intention, or purpose
Asking about and describing actions and events
Asking and answering questions of contrasting attitudes, emotions, and feelings
Asking and answering questions of time, date, and location
Asking and answering questions of quality, quantity, number, and sequence
Asking and answering questions of cause and effect
Narrating experiences and telling stories

WHAT IS THE PURPOSE OF INCLUDING THE TASKS IN THE BEGINNING?

The language tasks are simple ways to accelerate your ability to communicate in the language in your first few days of learning the language. The tasks are meant to help you begin to communicate in your mission language without having to understand all of the grammar behind what you are saying.

WHAT ARE THE BENEFITS OF BOARD DISPLAYS?

Board displays are meant to help minimize lengthy explanations of grammar and maximize the time practicing use of the language during group instruction. In-depth study of grammar structures and rules should take place at another time, for example during prework, language study, or in the TALL lab.

WHAT ARE CONCEPTUAL PRACTICES?

Conceptual practices help you more clearly understand and practice the concept of an upcoming grammar principle in your native language before having to deal with the linguistic mechanics in the second language. Teachers will conduct these activities in the order they have been placed in this language guide to prepare you for the grammar principles that follow them.

IN WHAT ORDER SHOULD THESE GRAMMAR PRINCIPLES BE TAUGHT?

Teachers will usually teach grammar principles in the order they appear in the Table of Contents. Occasionally, a teacher may have reason to change the order of lessons, but in general they are intended to be taught in the order given. One of the primary reasons for the order is the frequent usage of certain language functions. The first five functions, as listed above, are especially frequently used. Where possible, their corresponding grammar principles have been placed early in the Table of Contents. This arrangement will give you a great opportunity to communicate in the language at the earliest stages of your language learning.

Vocabulary:

Learn the following vocabulary to prepare for class instruction.

Pronouns	
I	
Me	
We	
Us	
You	

Verbs	
To Workd	
To Live	
To Go	
To Tell	
To Have	

Phrases
How are you doing?
I am doing well.
Nice to meet you.
See you later.

Nouns	
Name	
Elder	
Brother	
Sister	
Companion	
Missionary	
Representative	
God	
Jesus Christ	
Mission	
Family	
Children	
Hobby	
Belief	

Review:

Immediate Review:

Using this task, get to know your investigator. Find out about his or her life and his or her beliefs.

Practice:

Introduce yourself to three missionaries that are not in your district. Take time to ask them about who they are.

Greetings
Hello.
Hi.
Conversation
How are you doing?
I am doing well.
Nice to meet you.
Farewells
Goodbye!
See you later!

Question	Verb	Pronoun	Object
Where	are	you	from?
			going on your mission?
	do	you	work?
			live?

	To Be	Object	Object
What	is	your	name?
My name	is	Elder_____.	
This		Sister_____.	
He		Brother_____.	
She		my companion.	
We	are	missionaries	of God.
		representatives	of Jesus Christ.

Pronoun	Verb		Place
I	am	from	Mexico.
			Tonga.
		going to	Idaho.
			Australia.

Please	Tell	Pronoun	About	Object
Please,	tell	us	about	yourself.
		me		your family.
				your hobbies.
				your beliefs.

Question	Pronoun	Have	Object
Do	you	have	a family. (?)
Yes,	I		children. (?)
	we		a brother/brothers. (?)
			a sister/sisters. (?)

Vocabulary:

Learn the following vocabulary to prepare for class instruction.

Nouns	
Faith	
Truth	
The Holy Ghost	
Forgiveness	
Peace	
Life	
Scripture	
Prophet	
Disciple	
The Book of Mormon	
Child(ren)	
Conjunctions	
And	
Because	
But	

Verbs	
To Be	
To Love	
To Know	
To Understand	
To Help	
To Bless	
To Change	
To Teach	
To Pray	
To Serve	

Review:

Immediate Review:

How can you explain your purpose to an investigator? Practice the task by explaining who you are as a missionary, asking inspired questions, and sharing your testimony.

Grammar Help:

Look how the verb 'To Be' changes.

To Be	
I am	We are
(It) He is	You are
She is	They are

Learn these question words:

Who?		*What?*	
Why?		*When?*	
How?		*Where?*	

Practice:

Teach a short lesson to another missionary. Choose a goal for your next lesson (for example: We want our investigator to feel God's love through prayer and reading the scriptures), then use the sentences in the task to accomplish your goal.

Question	To Be	Object	To You
Who	is	God Jesus Christ	to you?
What	is	faith truth	

Connect Ideas

and

because

but

Why	To Be	Object	Adjective
Why	is	God family	important?
	are	scriptures prophets	

Subject	Simple Present	Direct Object
God Christ	loves knows understands	us. you. your family.

How	Help Verb	Subject	Verb	Direct Object
How	will can	forgiveness faith in God peace	help bless change	you? your family? your life?

Subject	To Be	Possessive	Direct Object
We You	are	God's His	child(ren). family. disciples.

Subject	Verb	Direct Object	To Verb
Jesus The Book of Mormon	teaches	us you your family	to change. to love. to pray. to serve.
Prophets We	teach		

Vocabulary:

Learn the following vocabulary to prepare for class instruction.

Nouns	
Prayer	
Heavenly Father	
Gospel	
Holy Ghost	
Help	
Investigator	
English	
Strength	
Gift of Tongues	
Desire	
Phrases	
Please	
Amen	
Helping Verbs	
Can	
Will	

Verbs	
To Pray	
To Bless	
To Change	
To Understand	
To Thank	
To Try	
Adjectives	
Dear	
Heavenly	
Thankful	
Pronouns	
With	
For	
Of	

Review:

Immediate Review:

Always pray in English. Say your personal and companion prayers in English.

Grammar Help:

Pronouns

Subject →	*Object*		
I →	Me	She →	Her
You →	You	We →	Us
He →	Him	They →	Them

Possessive Pronouns

Subject →	*Possessive*		
I →	My	She →	Her
You →	Your	We →	Our
He →	His	They →	Their

Practice:

Try to pray about more things. Pray for your family, friends, the prophet and your investigator. Learn to pray for your companion and to receive that Spirit. Pray to be able to learn English and to be able to teach.

Possessive	Adjective	Name
Our	Dear	Heavenly Father,
My		God,

Pronoun	Verb	Thee	For	Object
I	thank	Thee	for	my family / our families.
We				the Gospel.
I am	thankful			the Holy Ghost.
We are				Thy help.

Pronoun	Verb	Thee	To + Verb	Noun	Verb
I	ask	Thee	to help	me	understand.
We				us	try.
				our investigator	change.

Please	Bless	DOP	With	Object
Please	bless	me	with	the Holy Ghost.
		him		faith.
		her		strength.
		us		the gift of tongues.

In the name of Jesus Christ, amen.

Vocabulary:

Learn the following vocabulary to prepare for class instruction.

Nouns	
Creator	
Redeemer	
Plan of Happiness	
Atonement	
Repentance	
Healing	
Death	
Sin	
Teachings	
Mercy	
Trials	
Suffering	
Adjectives	
All-knowing	
Merciful	
Powerful	

Verbs	
To Believe	
To Experience	
To Overcome	
To Trust	
To Rely	
Prepositions	
Through	
Because Of	
Helping Verbs	
May	
To Be Able To	

Review:

Immediate Review:

Testify to another missionary. Testify about Jesus Christ and His atonement. Help the other missionary have faith in Christ.

Grammar Help:

Look at how the helping verb 'to be able to' changes:

To Be Able To	
I can	*We can*
He can	*You can*
She can	*They can*

Look at how to ask a question: Do you... ?
Do you believe in Christ?
Do you know that God lives?
Do you know God's Plan?

Practice:

Testify to another missionary. The other missionary will be an investigator that does not believe in God. Help him to know why he needs God in his life.

Share a Belief

I	know	that
We	believe	

Subject	Is	Adjective
Heavenly Father	is	all-knowing.
Jesus Christ		merciful.
		powerful.

Subject	To Be	Possessive	Object
God	is	my	Heavenly Father.
Christ		our	Creator.
		your	Redeemer

Ask a Question

Do you believe that...?

Preposition	Object	Pronoun	Helping Verb	Verb	Direct Object
Because of	God's Plan of Happiness,	I	can	feel	peace.
Through	Jesus Christ,	you	will	experience	healing.
	the Atonement,	we			forgiveness.
	repentance,			overcome	sin.
					death.

Connect Ideas

That's why,

Consequently,

Pronoun	Helping Verb	Verb	Possessive	Direct Object
I	can	trust in	Christ's	teachings.
We		rely on	The Savior's	mercy.
You		believe in		Atonement.

Vocabulary:

Learn the following vocabulary to prepare for class instruction.

Verbs	
To Go	
To Show	
To Find	
To Cleanse	
To Learn	
To Be Baptized	
To Repent	
To Read	
Prepositions	
About	
Helping Verbs	
Did	

Nouns	
Baptism	
Answer	
Church	
Times	
(Right) Now	
Today	
Sunday	
Week	
Tomorrow	
Tonight	
After	

Review:

Immediate Review:

Plan with your companion to give invitations to the investigator. Talk with your companion about how these invitations will help your investigator.

Grammar Help:

Future tense 'To Be':

To Be	
I will	We will
(It) He will	You will
She will	They will

Pronouns in Questions and Statements

Statement	*Question*
***You** will read.*	*Will **you** read?*
***You** will pray.*	*Will **you** pray?*
***You** did go to church.*	*Did **you** go to church?*

Practice:

After giving an invitation, you should always ask the investigator if he or she kept the commitment. Practice asking the investigator if he or she read, prayed, and came to church. If he or she did not keep the commitment, then help the investigator understand why the invitation is important.

Will You	Verb+Object
Will you	read the Book of Mormon?
	be baptized?
	go to church?

Will you	Verb	About	Direct Object
Will you	read	about	the Book of Mormon?
	pray		baptism?
			church?

At What Time?

right now

today

on Sunday

in two weeks

tomorrow

tonight

after our meeting

If	You	Invitation	Then	You Will	Verb	Object
If	you	read the Book of Mormon,	(then)	you will	receive	an answer.
		show faith in Christ,			know	faith.
		go to church,			feel	forgiveness.
		repent,				the truth.

Subject	Simple Present	DOP	When	Noun	Future Verb
Christ	helps	you	when	you	show faith.
The Holy Ghost	cleanses	us		we	repent.
God	changes				are baptized.

Did	Pronoun	Invitation
Did	you	read the Book of Mormon?
		pray about baptism?
		go to church?

What	Did	Pronoun	Verb
What	did	you	learn?
			feel?
			understand?

Vocabulary:

Learn the following vocabulary to prepare for class instruction.

Nouns	
Guidance	
Opinion	
Heart	
Intent	
Chapter	
Verse	
Example	
Passage	
Teaching	
Questions	
Concerns	
Helping Verbs	
Would	

Verbs	
To Find	
To Use	
To Ask	
Adjective	
Healed	
Happy	
Obedient	
Clean	
Sincere	
Real	

Review:

Immediate Review:

Which scriptures will you share in your next visit? Introduce the scripture, tell them where it is, and ask questions to help the investigator apply it in their lives.

Grammar Help:

Sharing verses: ‘and’ vs. ‘through’:

1,2 → 1 and 2
5,6 → 5 and 6
11,12 → 11 and 12
1-5 → 1 through 5
7-12 → 7 through 12
22-100 → 22 through 100

Practice:

Find your favorite scripture. Share it with three other missionaries.

Starting a Question

In your own words,

In your opinion,

How Can You	Verb	Object
How can you	find	an answer?
	receive	truth?
		guidance?

What	To Be	Noun
What	is	a sincere heart?
		real intent?
		truth?

Invitation	Verb	Noun	Chapter	Number	Verse	Number		Number
Please	read	Moroni	chapter	ten	verse(s)	three	through	five. (?)
Will you		James		one		five	and	six. (?)

Apply a Verse

From this verse,

In this example,

How Can/Did	Noun	Verb	Noun	To Be	Adjective
How can	you	use	faith	to be	healed?
	I		the prophet's teachings		happy?
How did	Nephi		prayer		obedient?
	he		the Gospel		clean?

Do You Have	Any	Object
Do you have	any	questions?
		concerns?

What Else	Would You Like	To Verb
What else	would you like	to ask?
		to learn?

Vocabulary:

Learn the following vocabulary to prepare for class instruction.

Verbs	
To Find Out	
To Want	
To Decide	
To Begin	
To Study	
To Visit	
To Answer	
To Guide	
To Hear	
Phrases	
After that	
Because Of That	
Similarly	
Like Joseph	
Therefore	
So	

Nouns	
Joseph Smith	
Bible	
Power	
Being	
Body	
Adjectives	
True	
Correct	
Young	
Confused	
Separate	

Review:

Immediate Review:

Think of your conversion story. How did you find out that the church is true? Practice sharing your conversion story with an investigator. Help him or her know that they can also gain a testimony.

Grammar Help:

'Normal' past tense verbs:

Want + ***ed*** = Past tense
Decide + ***d*** = Past tense

Present tense verbs: He, She, It, Singular Noun + ***S***

To Hear	
I hear	He hearS
You hear	She hearS
They hear	It hearS
We hear	God hearS
Prophets hear	Christ hearS

Practice:

Explain the story of Joseph Smith and the First Vision to your companion and then to an investigator. Explain what Joseph was looking for and how he found his answer. Explain what happened after he had the First Vision. Share your testimony of this experience.

Subject	To Be	Adjective	Pronoun	Verb+Noun
Joseph Smith	wanted	to know	if there is	a true church.
I		to find out		a God.
				forgiveness of sins.

Subject	Verb	To + Verb
Joseph	decided	to pray to God.
I	began	to study the Bible.
		to visit churches.

Make Paragraphs

therefore,

so,

because of that,

after that,

similarly,

like Joseph,

Subject	Object
Joseph saw	God.
I felt the power of	Christ.

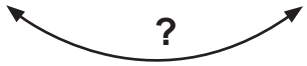
Which	Object	That	To Be	Phrase (A Truth)
He	found out	that	God	and Christ are separate beings.
I				has a body.
				answers prayers.

Subject	Verb	That	Subject	Verb	Object
He	found out	that	God	hears	his children.
I			Jesus Christ	guides	us.
You can	find out			blesses	you.

You Can	Verb	Direct Obj
You can	receive	peace
	find	answers.
		truth.

To Be: Present Tense

	I	am	a missionary
Yes,	I	am (not)	a child/children of God
No,	He	is (not/isn't)	a representative/representatives of Jesus Christ
Who?	She		our Heavenly Father
Why?	It		loving
How?	God		perfect
What?	The Book of Mormon		true
	You	are (not/aren't)	similar to the Bible
	We		evidence of the Restoration
	They		the word of God
	The scriptures		a testament of Jesus Christ



Q. Is he a representative of Jesus Christ?

A. Yes, he is a representative of Jesus Christ.

A. No, he is not (isn't) a representative of Jesus Christ.

Q. Who are you?

A. I am (I'm) a child of God.

A. I am (I'm) a representative of Jesus Christ.

Function: Asking about and expressing a state of being
Context: Introduce yourself and share your testimony.

Scenario

You meet your investigator for the first time.

1. Practice: You will give them a Book of Mormon. Write a short letter, explain who you are, and share your testimony. Use grammar from this lesson and other resources as needed.

2. Re-practice: Your companion will be the investigator. Take turns introducing yourself and sharing your testimony. Switch partners and practice again.

Additional Scenario

Your investigator asks, “Who is God?” Teach “God Is Our Loving Heavenly Father” using grammar from this lesson.

Your investigator asks, “What is the Book of Mormon?” Teach “The Book of Mormon: Another Testament of Jesus Christ” using grammar from this lesson.

Additional Resources

- Red Book, pg. 2-23, 24-29, 183 (a/an), 199 (the)
- TALL Book: Get to know someone, Testify, Meet someone, Lesson 1

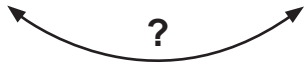
This/That/These/Those

Those	are	my	parents
This	is (not/isn't)	my	family(ies)
That		your	son(s)
		his	daughter(s)
These	are (not/aren't)	her	grandma/grandpa
Those		our	mother/father
		their	child(ren)
			cousin(s)
		a/an	nephew(s)/niece(s)
		the	prophet(s)
			apostle(s)

Yes,

No,

Who?



Q. Are those your parents?

A. Yes, those are my parents.

A. No, those are not (aren't) my parents.

Q. Who are those children?

A. Those are my cousins.

A. Those are my nieces and nephews.

Function: Asking about and expressing possession and ownership
Context: Introduce your family and learn about another person's family.

Scenario

You are teaching your investigator about God's plan for families.

1. Practice: In your notebook, draw a simple picture of your family and use the grammar and vocabulary from this lesson and other resources to write who the people in the picture are.

2. Re-practice: Your companion will be the investigator. Take turns showing the investigator your family picture (or drawing) and introduce the people in your family using the grammar from this lesson and other resources. Switch partners and practice again.

Additional Scenario

Your investigator asks, “Who is the prophet today?” Show a picture of the prophet and apostles, and introduce them to your investigator. Use grammar and vocabulary from this lesson and other resources.

Additional Resources

- Red Book, pg. 33-37, 38-41, 442-445
- TALL Book: Family, The Gospel Blesses Families, Lesson 1, Make Purchases

Possessive Nouns and Pronouns

	This	notebook	is	mine
Yes,	This	Book of Mormon	is (not/isn't)	mine
No,	That	book(s)		yours
Whose?		bag(s)		his
	These	picture(s)	are (not/aren't)	hers
	Those	desk(s)		ours
		planner(s)		theirs
		suit coat(s)		Elder Han's
		pencil(s)		my companion's
		journal(s)		Brother Smith's
		?		the teacher's

Q. Is that Book of Mormon yours?

A. Yes, that Book of Mormon is mine.

A. No, that Book of Mormon is not (isn't) mine.

Q. Whose pictures are these?

A. Those pictures are Sister Jolley's.

A. Those pictures are my companion's.

Function: Asking about and expressing possession and ownership
Context: Identifying possissions in the classroom, residence, and home.

Scenario

Cleaning the classroom.

1. Practice: You and your companion will clean the classroom. With your companion, identify items in the classroom and find out who they belong to. Use the grammar and vocabulary from the lesson as much as possible.2. Re-practice:

Additional Resources

- Red Book, pg. 436-445

To Have: Present Tense

		We	have	a living prophet
Yes,	(Do?)	I	have (do not/don't have)	revelation
No,		You		the priesthood
Who?		We		temples
Why?				knowledge about God's plan
How?	(Does?)	He	has (does not/doesn't have)	the Book of Mormon
Because		She		a testimony
		It		the doctrine of eternal families
		God		commandments for our happiness
		The Gospel		opportunities to serve
		The Church		twelve apostles

Q. Do you have a prophet?

A. Yes, we have a prophet.

A. No, we do not (don't) have a prophet.

Q. Why do you have temples?

A. Because we have knowledge about God's plan.

A. Because we have the doctrine of eternal families.

Function: Asking about and expressing possession and ownership
Context: Teaching how the Gospel blesses families.

Scenario

You are teaching your investigator about the Church.

1. Practice: Your companion will be the investigator. Your investigator asks, "Why is your church different?". Explain what our church has that is special. Use grammar from this lesson and other resources as needed.

2. Re-practice: Switch partners and practice again.

Additional Scenario

Talk about the people that you have in your family. Use grammar from this lesson.

Additional Resources

- Red Book, pg. 30-32, 64-65

Simple Present Tense

		The Prophet		teaches	God's word
Yes,	(Do?)	I	(do not/don't)	know	the investigator
No,		You		love	everyone
Who?		We		help	families
What?		They		teach	the commandments
Why?		Prophets			the Gospel
How?					God's word
	(Does?)	He	(does not/doesn't)	knows (know?)	
		She		loves (love?)	
		It		helps (help?)	
		God		teaches (teach?)	

Q. Do you know the Gospel?

A. Yes, I know the Gospel.

A. No, I do not (don't) know the Gospel.

Q. Who does God love?

A. God loves you.

A. God loves everyone.

Function: Asking about and describing actions and events
Context: Teaching "Heavenly Father Reveals His Gospel In Every Dispensation".

Scenario

You are teaching your investigator about prophets.

1. Practice: Read the principle "Heavenly Father Reveals His Gospel In Every Dispensation" from Lesson 1. In a separate notebook, mark each time you see the Simple Present Tense being used. Write down the subject and the verb. Look for how the grammar from this lesson is used in this principle.

2. Re-practice: Your companion will be the investigator. You will teach them why God calls prophets in every dispensation. Switch roles and practice again.

Additional Scenario

A new missionary asks you about the missionary schedule. Explain to them what you do during each hour of the day.

Additional Resources

- Red Book, pg. 53-91, 164
- TALL Book: God reveals His Gospel in every dispensation
- Preach My Gospel, pg. 31-33

Direct Object Pronouns

		The Prophet		teaches	us
Yes,	(Do?)	I	(do not/don't)	know	you
No,		You		love	me
Who?		We		help	them
What?		They		teach	us
Why?		Prophets		guide	him
How?					her
	(Does?)	He	(does not/doesn't)	knows (know?)	it
		She		loves (love?)	
		It		helps (help?)	
		God		teaches (teach?)	

Q. Do you know him?

A. Yes, I know him.

A. No, I do not (don't) know him.

Q. Who does God love?

A. God loves you.

A. God loves us.

Function: Asking about and describing actions and events
Context: Teaching "Heavenly Father Reveals His Gospel In Every Dispensation".

Scenario

You are teaching your investigator about prophets.

1. Practice: Read the principle "Heavenly Father Reveals His Gospel In Every Dispensation" from Lesson 1. In a separate notebook, mark each time you see a direct object pronoun being used. Write down the subject and the verb. Look for how the grammar from this lesson is used in this principle.

2. Re-practice: Your companion will be the investigator. You will teach them why God calls prophets in every dispensation. Switch roles and practice again.

Additional Scenario

A new missionary asks you about the missionary schedule. Explain to them what you do during each hour of the day.

Rules:

1. Verbs and nouns that end with /s/, /z/, *ch*, *sh, x,* or *j* sound: pronounce as "is"

Word	Inflection	Pronunciation	Example Sentence
miss	misses	Miss/is/	The widow misses her husband.
noise	noises	nois/is/	The primary class made loud noises.
church	churches	church/is/	Joseph Smith visited many churches.
wash	washes	wash/is/	Baptism washes our sins away.
fix	fixes	fix/is/	The Atonement fixes problems in our lives.
judge	judge's	judg/is/	The judge's decision was fair.

2. Verbs and nouns that end with a ***voiced*** sound other than /z/, or *j* (*voiced* means your vocal chords vibrate): pronounce as /z/

Present	Past	Pronunciation	Example Sentence
live	lives	liv**/z/**	I know that Christ lives.
revelation	revelations	Revelation**/z/**	The prophet receives revelations.
God	God's	God**/z/**	We can follow God's plan.

*Voiced sounds: b, d, g, l, m, n, r, v, y, th (like "then") and a, e, i, o, u. You can tell if a sound is **voiced** if you put your hand on your throat while you say the sound. If your vocal chords are vibrating, it is a **voiced** sound.*

3. Verbs and nouns that end in a ***voiceless*** sound other than /s/, *ch, sh,* and *x* (voiceless means your vocal chords don't vibrate): pronounce as /s/

Present	Past	Pronunciation	Example Sentence
help	helps	help**/s/**	The Gospel helps our families be happy.
gift	Gifts	gift**/s/**	There are many gifts of the Spirit.
Smith	Smith's	Smith**/s/**	Joseph Smith's prayer was answered.

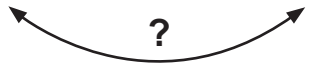
*Voiceless sounds: f, h, k, p, s, t, th (like "think"). You can tell if a sound is **voiceless** if you put your hand on your throat while you say the sound. If your vocal chords aren't vibrating, it is a **voiceless** sound.*

Activities:

1. Rewrite the sentences with the correct verb, noun, or possessive word. Read them out loud to your companion. Focus on your pronunciation of the final –s.
   Example: *Heavenly Father **CALL** prophets → Heavenly Father **calls** prophets.*
   - The prophet **PREACH** the gospel.
   - We have many **APPOINTMENT** tomorrow.
   - We study the scriptures to find answers for our **INVESTIGATOR** questions.

2. With your companion, read out loud the section "Our Life on Earth" from Preach My Gospel chapter 3. Find the verbs, plural nouns, and possessives that end with –s, and focus on how you pronounce them.

Helping Verbs and Questions

	We	should	study	the Gospel
Yes,	I	can (not/can't)	study	the scriptures
No,	You	could (not/couldn't)	read	the Book of Mormon
When?	We	would (not/wouldn't)	ponder	the teachings of the prophet
What?	They	should (not/shouldn't)	obey	the commandments
Why?	He	must (not)	follow	the Gospel of Jesus Christ
How?	She	might (not)	learn	
	It	will (not/won't)	understand	
			share	

Q. Will you read the Book of Mormon?

A. Yes, I will read the Book of Mormon.

A. No, I will not (won't), because I cannot (can't) read.

Q. Why must we study the commandments?

A. Because we must obey the commandments.

A. Because we must follow the Gospel of Jesus Christ.

Function: Ask ing about and expressing desire, need, preference, ability, intention or purpose
Context: Asking polite questions.

Scenario

You and your companion will contact a media referral on the telephone.

1. Practice: Prepare to make the phone call by writing down some polite questions that you can ask. "May I speak to...?", "May we visit...?", "Would you like...?", and other questions like these are good. Write questions that help you know if the referral would be interested, if you could visit, when you should visit, if you may write down their address, etc. Use grammar and vocabulary from this lesson.

2. Re-practice: Your companion will be the referral. Call them and ask the questions you prepared. Invite them to do something to increase their faith or knowledge using the grammar from this lesson. Trade partners and practice again.

Additional Scenario

You will ask your investigator for a referral. Use the grammar from this lesson to ask polite questions about which of their friends you could visit. Ask how you can help the investigator and their family or friends.

Additional Resources

- Red Book, pg. 354-59, 379-82, 387-94, 398-99
- TALL Book: Make a Telephone Call, Extend Commitment Invitations, Ask for Referrals.

Questions with DO

	Do	we	go to	church?
Yes,	Do (Don't)	I	believe in	the scriptures
No,		you	know about	the Book of Mormon
		we	learn about	the Bible
		they	ponder	the teachings of the prophet
			obey	the commandments
	Does (Doesn't)	he	follow	the Gospel of Jesus Christ
		she	understand	Joseph Smith
		it		Baptism
				God

Q. Do you believe in the Bible?

A. Yes, we believe in the Bible.

A. No, I do not (don't) believe in the Bible.

Q. Does he read the scriptures?

A. Yes, he reads the scriptures.

A. No, he doesn't read the scriptures.

Function: Asking about and describing actions and events
Context: Planning for investigator's needs.

Scenario

You and your companion are teaching your investigator for the first time.

1. Practice: Decide which person in your companionship will be the investigator and who will be the missionary. Using the board display, practice asking your investigator questions to learn about their religious background.

2. Re-practice: Change partners and practice again.

Additional Resources

- Red Book pg. 252-263

Questions with "WH" Words

Why	do	you	believe in	God?
How	does (not/doesn't)	he	believe in	the scriptures
Why		she	know about	the Book of Mormon
When		it	learn about	the Bible
Where			ponder	the teachings of the prophet
	do (not/don't)	I	obey	the commandments
	can (cannot/can't)	you	follow	the Gospel of Jesus Christ
	could (not/couldn't)	we	understand	Joseph Smith
	would (not/wouldn't)	they		Baptism
	should (not/shouldn't)			God
	will (not/won't)			

Q. How do you follow God?

A. I say a memorized prayer.

A. I go to church.

Q. Why does she go to church?

A. She goes because of her family.

A. She goes to learn about God.

Function: Asking about and describing actions and events
Context: Learning about an investigator's background.

Scenario

You and your companion are teaching your investigator for the first time.

1. Practice: Use the board display to ask questions about your investigator's religious background. Unlike the "do" questions, these questions will give you more information than a "yes" or a "no."

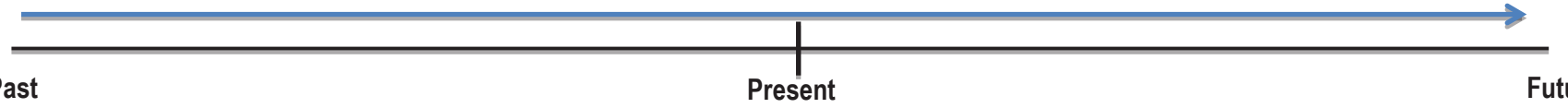
2. Re-practice: Find a new partner and practice again.

Additional Resources

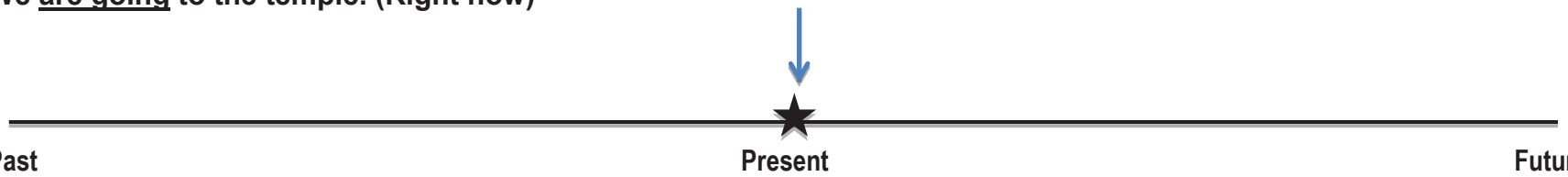
- Red Book: 252-257

Conceptual Practice: Present vs. Present Progressive

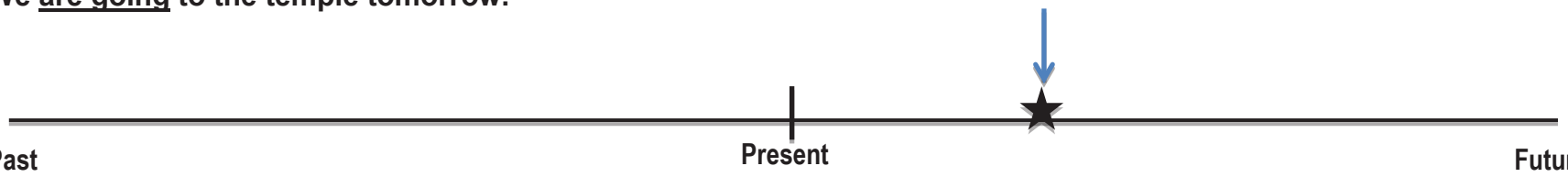
I read the Book of Mormon.
He attends church every week.
She speaks English.
We go to the temple often.



I am reading the Book of Mormon. (Right now)
He is attending church. (Right now)
She is speaking English. (Right now)
We are going to the temple. (Right now)

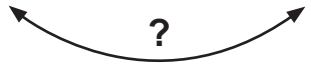


I am reading the Book of Mormon tomorrow.
He is attending church tomorrow.
She is speaking English tomorrow.
We are going to the temple tomorrow.



Present Progressive

	Alma	is	teaching
Yes,	I	am (not)	teach + ing ➔ teaching
No,	You	are (not/aren't)	pray + ing ➔ praying
Who?	We		feel + ing ➔ feeling
What?	They		testify + ing ➔ testifying
When?			learn + ing ➔ learning
Why?	He	is (not/isn't)	ask + ing ➔ asking
	She		write - e + ing ➔ writing
	Nephi		live - e + ing ➔ living
	Lehi		have - e + ing ➔ having
	Jesus		try + ing ➔ trying



Q. Are you learning about baptism?

A. Yes, I am (I'm) learning about baptism.

A. No, I am (I'm) not learning about baptism.

Q. Who is Lehi teaching?

A. Lehi is teaching the people.

A. Lehi is teaching his sons.

Function: Asking about and describing actions and events
Context: Using the scriptures.

Scenario

You and your companion are following up with your investigator reading the Book of Mormon.

1. Practice: With your companion, look over the 1 Nephi 1. Take turns reading verses and, using the grammar of this lesson, explain what is happening in the story. "Nephi is writing in his journal..."

2. Re-practice: Your companion will be the investigator. Continue reading 1 Nephi 1. Using the grammar of this lesson, explain what is happening in the story. "Lehi is teaching the people..."

Additional Scenario

Your younger brother writes you a letter and asks you what you are doing as a missionary. Using the present progressive tense as much as possible, write a letter explaining what you are doing, and how you are building your testimony and your relationship with God.

Additional Resources

- Red Book pg. 92-121

Time/Prepositions of Time

		Church		is	at	ten o'clock.
Yes,		It		is (not)	in	July
No,		Sacrament meeting		(isn't)		2013
When?		Sunday school		are (not)		the morning
What time?		Our appointmen(s)		(aren't)		the evening
		The baptism			at	night
			?			six-thirty (6:30), etc.
	(Do?)	I/You/We/They	(don't)	wake up	on	Monday
				eat breakfast		August 3, 2013
	(Does?)	He/She/It	(doesn't)	wakes up (wake?)		Sunday morning
				eats breakfast (eat?)		Saturday afternoon

Q. Is the baptism on Saturday?

A. Yes, the baptism is on Saturday.

A. No, the baptism is not (isn't) on Saturday.

Q. When do you wake up?

A. I wake up at six thirty (half past six).

A. I wake up at six o'clock in the morning.

Function: Asking and answering questions of time, date, and location
Context: Teach about church services

Scenario

You are teaching your investigator about church meetings.

1. Practice: Your companion will be your investigator. Use one of the lesson pamphlets to explain each of the Sunday meetings and what time they take place. Use grammar and vocabulary from this lesson. Switch partners and practice again.

2. Re-practice: You will invite your investgator to a baptism. Use grammar and vocabulary from this lesson to explain what day and what time they take place. Use grammar and vocabulary from this lesson. Switch partners and practice again.

Additional Scenario

Hold a daily planning session with your companion. Talk about your scheduled appointments, meetings, and activities for the following day.

Additional Resources

- Red Book, pg. 121-124
- The Resoration pamplet
- TALL Book: Make Appointments, Plan Daily and Weekly Activities

There + "To Be"

	There	is	life after death	because of Jesus Christ.
Yes,	There	is (not/isn't)	a spirit world	because God loves us
No,			a place of peace and rest	after this life
Why?			a place of spiritual darkness	
Do you believe?			a resurrection	
I (don't) believe…			a time of judgment	
			a way to overcome sin	
			a plan of you and your family	
		are (not/aren't)	three kingdoms of glory	
		?	ways to find happiness	
			answers to your questions	

Q. Is there an answer to my question?

A. Yes, there is an answer to your question.

A. No, there is not (isn't) an answer to your question.

Q. Do you believe there is life after death?

A. Yes, I believe there is life after death.

A. No, I don't believe there is life after death.

Function: Asking about and expressing a state of being
Context: Teach about the Plan of Salvation

Scenario

You are teaching your progressing investigator about the Plan of Salvation. He asks you, "What is there after death?"

1. Practice: Look at the illustration of the Plan of Salvation on page 54 of Preach My Gospel. With your companion, talk about what happens after death. Use grammar from this lesson and other resources as needed.

2. Re-practice: Your companion will be your investigator. Teach about life after death. Switch roles and companions and practice again.

Additional Scenario

One of your friends sends you a letter and tells you that his mother just died from cancer. Write him a short letter and share your testimony about the Plan of Salvation using the grammar from this lesson.

Additional Resources

- Red book pg. 128-133
- TALL book: Lesson 2

Prepositions of Location

		The chapel	is	near	the store.
Yes,		The church(es)	is (not/isn't)	beside	a/the park
No,		The house(s)		behind	an/the apartment
Where?		The apartment(s)		close to	a/the police station
		The street(s)	are (not/aren't)	around	the hill
		The appointment(s)		in the middle of	the college campus
		The grocery store(s)		far from	our area
		?		in front of	the city
	(Do?)	I/you/we/they	live	in	the subway
				at	a/the factory
	(Does?)	he/she	lives (live?)	on	Main Street

Q. Is the house behind the park?

A. Yes, the house is behind the park.

A. No, the house is not behind the park.

Q. Where do you live?

A. I live behind the factory.

A. We live in the middle of the city.

Scenario

You and your companion contact a new investigator.

1. Practice: Your companion will be the investigator. Ask the investigator where they live. Use the map, grammar, and vocabulary from this lesson to take turns explaining where the investigator's house is. Switch partners and practice again.

2. Re-practice: You invite the investigator to church. Use the map, grammar, and vocabulary from this lesson, and take turns explaining where the church is.

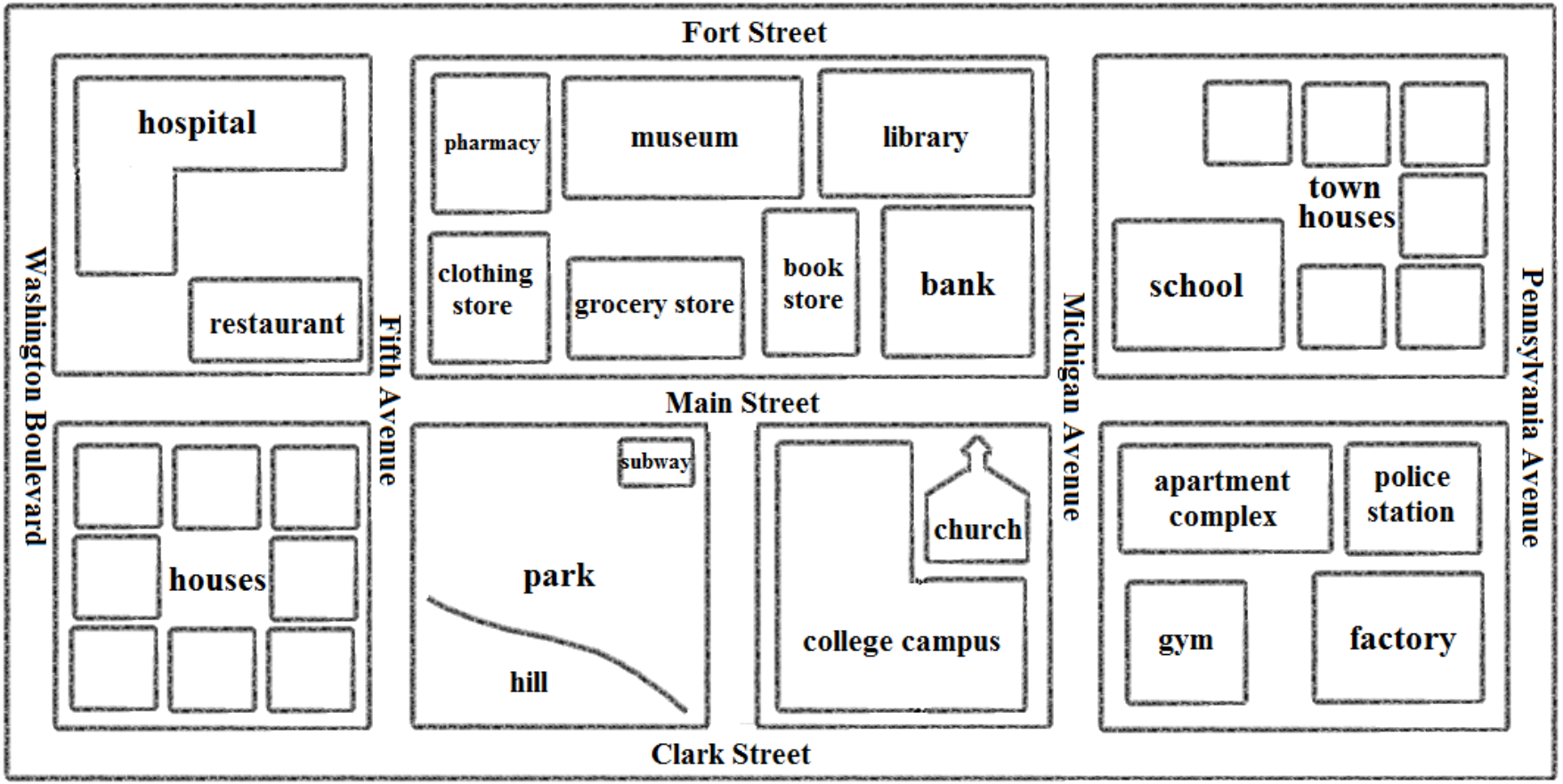
Additional Scenario

You and your companion are planning your preparation-day activities. Use the map to explain where you will go and how you will get there.

Additional Resources

Red Book: pg. 18-21, 134-142

TALL Book: Get to know someone, Give directions, Make Appointments, Plan daily and weekly activities



To Be: Past Tense

	Joseph Smith	was	sincere
Yes,	I	was (not/wasn't)	humble
No,	He		faithful
When?	She		deeply religious
Where?	It		a young man
Why?	Joseph Smith		fourteen years old
Who?			born in 1805
	You	were (not/weren't)	confused about religion
	We		in a time of religious excitement
	They		in a time of apostasy

Q. Why was Joseph Smith confused about religion?

A. Because there were many different churches.

A. Because the world was in a time of apostasy.

Q. Was Joseph Smith confused about religion?

A. Yes, Joseph Smith was confused about religion.

A. Yes, Joseph Smith was in a time of apostasy.

Function: Narrating experiences and telling stories
Context: The message of the Restoration.

Scenario

You and your companion are preparing to teach your investigator about the message of the Restoration.

1. Practice: With your companion, read "The Restoration of the Gospel" from The Restoration pamphlet in order to help you prepare to teach your investigator. Identify those sentences that use the grammar from this lesson.

2. Re-practice: Your companion will be the investigator. Explain the story of Joseph Smith to him/her. Use grammar from this lesson and other resources as needed.

Additional Scenario

Your investigator asks "How do you know this is true?" Explain how you received a testimony of Joseph Smith.

Additional Resources

- Red Book, pg. 213-220
- The Restoration pamphlet
- TALL Book: The Restoration of the Gospel of Jesus Christ through Joseph Smith
- Preach My Gospel, pg. 36-37

Want, Need, Would Like

		God		**wants**	**you**	**to be happy.**
Yes,	**(Do?)**	**I**	**(don't)**	**want**	**me**	**to be baptized**
No,		**You**		**need**	**you**	**to repent**
Why?		**We**		**would (not) like**	**him**	**to know the truth**
What?		**They**			**her**	**to feel His love**
When?					**us**	**to learn more**
Who?	**(Does?)**	**He**	**(doesn't)**	**wants (want?)**	**them**	**to be happy**
		She		**needs (need?)**	**your family**	**to have faith in Christ**
		The Savior		**would (not) like**	**everyone**	**to have a happy family**
		God				**to be successful**
		The prophet				**to communicate with us**

Q. Do you want your family to be happy?

A. Yes, I want my family to be happy.

A. No, I do not (don't) want my family to be happy.

Q. Would you like to be baptized?

A. Yes, we would like to be baptized.

A. No, we would not like to be baptized.

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Understanding investigators' desires.

Scenario

You are preparing to teach your current investigator.

1. Practice: Your companion will be the investigator. Practice "How to Begin Teaching" and asking your investigator about blessings they want to receive through repentance. Use the grammar in this lesson.

2. Re-practice: Discuss this experience with your companion, then switch roles and companions and do the activity again.

Additional Resources

- Red Book, pg. 143-149

Indefinite Pronouns

		They		need	some	extra attention	
Yes,	(Do?)	I	(don't)	need	someone	to fellowship them	?
No,		You			(anyone)	that will invite them to church	
		We				to listen to them	
		They			something	to help them pray	
					(anything)	that will help them feel the spirit	
	(Does?)	He	(doesn't)	needs (need?)		different	
		She			some	help reading the Book of Mormon	
		It			(any)	help understanding repentance	
						extra attention	
						friends	

Q. Do they need someone to fellowship them?

A. Yes, they need someone to fellowship them.

A. No, they don't need anyone to fellowship them.

Q. Does he need anything?

A. Yes, he needs some extra attention.

A. No, he doesn't need anything

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: You will discuss the needs of your investigators

Scenario

You and your companion are planning how to help your progressing investigators.

1. Practice: By yourself, think about your investigators and their needs. Write down two or three sentences of things that each of your investigators needs, using the grammar from this lesson.

2. Re-practice: With your companion, discuss the ideas you wrote down. When you are done, switch companions and practice again. Use the grammar and vocabulary from the lesson as much as possible.

Additional Scenario

Practice reporting your investigator's progress to you district leader. Switch companions and practice again. Use the grammar from the lesson as much as possible.

Additional Resources

- Red Book, pg. 181, 205-209, 423-426

Simple Past Tense

		The Savior		suffered	for all our sins.
Yes,	(Did?)	Jesus Christ	(did not/didn't)	suffer + ed ➔ suffered (suffer?)	so that we could repent
No,		The Savior		atone + d ➔ atoned (atone?)	so that he could understand us
What?				die + d ➔ died (die?)	to save us from death
Why?				sacrifice + d ➔ sacrificed (sacrifice?)	to help us return to God
Because					because he loves us
					as part of God's plan
(Did?)		The Atonement		include + d ➔ included (include?)	Christ's suffering in Gethsemane
					Christ's suffering on the cross
					Christ's resurrection

Q. Did Christ suffer for all our sins?

A. Yes, Christ suffered for all our sins.

A. Yes, Christ performed the Atonement.

Q. Why did Christ die?

A. Christ died because he loves us.

A. Christ died to save us from death.

Function: Asking about and describing actions and events
Context: Teaching about the atonement

Scenario

You and your companion will teach an investigator about the Atonement of Jesus Christ.

1. Practice: With your companion, talk about what Christ did in the Atonement and why he did it. Use the grammar from the lesson.

2. Re-practice: Your companion will be your investigator. Teach "The Atonement" from lesson 2, using the grammar from this lesson as much as possible. Switch roles and practice again.

Additional Scenario

Your investigator asks you why Christ is so important to you. Share your tesimony about the Savior, using the grammar from this lesson as much as possible.

Additional Resources

- Red Book, pg. 221-224, 231-236, 252-263
- TALL Book: Lesson 2, The Atonement

Rules:

1. Verbs that end with a /t/ or /d/ sound: pronounce as "did"

Present	Past	Pronunciation	Example Sentence
complete	completed	comple**/did/**	Christ completed the atonement.
provide	provided	provi**/did/**	God provided a plan for us.

2. Verbs that end with a ***voiced*** sound other than /d/ (*voiced* means your vocal chords vibrate): pronounce as /d/

Present	Past	Pronunciation	Example Sentence
live	lived	liv**/d/**	Joseph Smith lived in New York.
atone	atoned	atone**/d/**	Christ atoned for our sins.
die	died	die**/d/**	Joseph Smith died in 1844.

*Voiced sounds: b, d, g, l, m, n, r, v, y, th (like "then") and a, e, i, o, u. You can tell if a sound is **voiced** if you put your hand on your throat while you say the sound. If your vocal chords are vibrating, it is a **voiced** sound.*

3. Verbs that end in a ***voiceless*** sound other than /t/ (voiceless means your vocal chords don't vibrate): pronounce as /t/

Present	Past	Pronunciation	Example Sentence
preach	preached	preach**/t/**	The apostles preached the gospel.
establish	established	establish**/t/**	Christ established his church.
help	helped	help**/t/**	The gospel helped me find peace.

*Voiceless sounds: f, h, k, p, s, t, th (like "think"). You can tell if a sound is **voiceless** if you put your hand on your throat while you say the sound. If your vocal chords aren't vibrating, it is a **voiceless** sound.*

Activities:

1. Make these sentences past tense. Write down the new sentences then read them out loud to your companion. Focus on your pronunciation of the final –ed.
   Example: *Heavenly Father **calls** prophets → Heavenly Father **called** prophets.*
   - Prophets **preach** the gospel.
   - The people **reject** the gospel.
   - Heavenly Father **restores** the gospel to the Earth.

2. With your companion, read out loud the section "The Restoration of the Gospel of Jesus Christ through Joseph Smith" from Preach My Gospel chapter 3. Find the past tense –ed verbs and focus on how you pronounce them.

Past Tense Irregular

		Adam		**ate**	**the fruit.**
Yes,	**(Did?)**	**I**	**(did not/didn't)**	**choose ➛ chose (choose?)**	**to follow Christ**
No,		**You**		**give ➛ gave (give?)**	**us agency**
What?		**He**			**us the commandments**
Why?		**She**			
When?		**We**		**understand ➛ understood (understand?)**	**we would make misakes**
Who?		**They**		**have ➛ had (have?)**	**to repent and be baptized**
(Did?)		**All of us**		**come ➛ came (come?)**	**to earth**
		Adam and Eve		**become ➛ became (become?)**	**mortal**
		Christ		**overcome ➛ overcame (overcome?0**	**death and sin**
		God		**send ➛ sent (send?)**	**the Savior**

Q. Did we choose to follow God's plan?

A. Yes, we chose to follow God's plan.

A. No, we did not choose to follow God's plan

Q. Why did God send the Savior?

A. God sent the Savior to atone for our sins.

A. God sent the Savior to overcome the Fall.

Function: Asking about and describing actions and events
Context: Teaching about the Plan of Salvation / Restoration

Scenario

You are preparing to teach your investigator about the Plan of Salvation.

1. Practice: Prepare to teach your investigator about Adam and Eve. Read “Agency and the Fall of Adam and Eve” from Preach My Gospel, pg. 49. Identify sentences that use irregular past tense verbs as well as simple past tense verbs.

2. Re-practice: Use the grammar from this lesson as well as the grammar from “Simple Past Tense” to teach your investigator about agency and Adam and Eve.

Additional Scenario

Prepare to teach “Pre-Earth Life: God’s Purpose and Plan for Us”. Use the grammar from this lesson as well as the grammar from “Simple Past Tense” to write sentences teaching this principle.

Additional Resources

- Red Book, pg. 227-230, 238-246, 264-272, 487
- TALL Book: Plan of Salvation

Past Progressive

	I	was	wondering	if the Book of Mormon was true.
Yes,	I/He/She/It	was (not/wasn't)	pray + ing → praying	to know the truth
No,	Enos		ask + ing → asking	for forgiveness
Why?	Christ		hunt + ing → hunting	in the woods
When?	Heavenly Father		ponder + ing → pondering	his father's teachings
How?	You/We/They	were (not/weren't)		eternal life
Because	?		repent + ing → repenting	of his sins
			feel + ing → feeling	the spirit
				God's love

Q. What was Enos doing?

A. He was praying for forgiveness.

A. He was hunting in the forest.

Q. Who was he praying for?

A. He was praying for his brothers, the Nephites.

A. He was praying for the Lamanites.

Function: Narrating experiences and telling stories
Context: Teaching from the Book of Mormon

Scenario

You will meet with one of your progressing investigators

1. Practice: Read the story in Preach My Gospel on page 186 that begins with "My companion and I..." Identify how many times the past progressive tense is used in the paragraph.

2. Re-practice: Read Enos 1 with your companion and practice using the grammar to describe Enos's experience. Stop after each verse and take turns explaining what was happening, using as much grammar as possible.

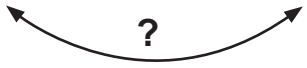
Additional Scenario

You and your companion are going to discuss what you did yesterday. Pull out your planners and talk about the events that took place using as much grammar as possible (e.g. At 12:20 we were eating lunch in the cafeteria).

Additional Resources

- Red Book, pg. 225, 276-285, 301-310

Future Tense

	He	will	be baptized	in three weeks.
Yes,	I	am (not) going to	read	today
No,		will (not/won't)	pray	tonight
When?			meet us again	this afternoon
Why?	You/We/They	are (not/aren't) going to	attend church with us	this morning
		will (not/won't)	follow the example of Jesus Christ	tomorrow
			be baptized	next week
	He/She/It	is (not/isn't) going to	keep the commandments	
	God	will (not/won't)	bless you	in a few days
	The Lord		answer you	in a couple of minutes
			help you	in a couple of hours

Q. Will you read the Book of Mormon tonight?

A. Yes, I will read the Book of Mormon tonight.

A. No, I will not read the Book of Mormon tonight.

Q. When is she going to meet with us again?

A. She is going to meet with us on Sunday.

A. She is not going ot meet with us again.

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Extending invitations

Scenario

You and your companion will extend a commitment to your investigator.

1. Practice: With your companion, decide which commitment you will extend to your investigator during your next teaching appointment. Talk about the blessings you will receive from keeping this commandment.

2. Re-practice: Your companion will be your investigator. Invite them to keep the commitment and promise them that they will receive blessings. Use the grammar from this lesson as much as possible. Switch roles and practice again.

Additional Scenario

With your companion, discuss your relationship and how you can have the Spirit with you more. Set personal and companion goals to improve your relationship. Use the grammar from the lesson as much as possible.

Additional Resources

- Red Book pg. 294-304, 307-315, 334-335

Future Progressive

	I	will be	studying
Yes,	I/You/We/They	will (not/won't) be	teach + ing ➔ teaching
No,	He/She/It		pray + ing ➔ praying
Who?	The investigator		feel + ing ➔ feeling
When?	The prophet		testify + ing ➔ testifying
Why?	The Holy Ghost		learn + ing ➔ learning
What?	?		ask + ing ➔ asking
			write + ing ➔ writing
			visit + ing ➔ visiting
			help + ing ➔ helping
			study + ing ➔ studying

Q. Will you be studying your mission language?

A. Yes, I will be studying my mission language.

A. No, I will not (won't). I will be studying the Restoration.

Q. Who will we be teaching tomorrow?

A. We will be teaching our investigator.

A. We will be teaching a new member.

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Daily and weekly planning.

Scenario

You and your companion are planning activities for tomorrow.

1. Practice: With your companion, make plans for tomorrow. Take turns asking and answering questions like: "Who will we be teaching?" and "What will we be studying?".

2. Re-practice: Switch partners and practice again.

Additional Scenario

Write a list of the things that you want to be doing when you get to the mission field. Use sentences like "I will be sharing my testimony" or "I will be studying my mission language."

Additional Resources

- Blue Book, pg. 71-72
- TALL Book: Make Appointments, Plan Daily and Weekly Activities
- Preach My Gospel, Ch. 8

Know How To

		He	knows how to	study the scriptures.
Yes,	(Do?)	I/You/We/They	(don't) know how to	pray to Heavenly Father
No,			am/are (not) able to	recognize the Holy Ghost
How?			(don't) have to	hear God's answers
				strengthen family relationships
	(Does?)	He/She/It	knows (know?) how to	return to live with Heavenly Father
			(doesn't know how to)	teach by the Spirit
			has (have?) to	teach with power and authority
			(doesn't have to)	
			is (isn't?) able to	

Q. Do you know how to hear God's answers?

A. Yes, I know how to hear God's answers.

A. No, I don't know how to hear God's answers.

Q. Why do we have to pray to Heavenly Father?

A. Because then we can hear God's answers.

A. Because then we can strengthen family relationships.

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Answering questions of the soul

Scenario

You and your companion are teaching your progressing investigator.

1. Practice: Prepare to teach your investigator by talking with your companion about how your invesitgator is doing. What does he have to know, feel, and do in order to progress? Use the grammar from this lesson as much as possible.

2. Re-practice: Use the grammar from this lesson to talk with your investigator about his progress. Help him understand what he needs to know, feel, and do in order to grow.

Additional Resources

- Red Book, pg. 360-361, 383-386

Conditional "If"

	If	you		pray	(then) God	will	answer you.
Yes,	If	I	(don't)	pray in faith	God	will (not/won't)	strengthen you
No,		You		attend church	Christ		help you
Why is it that?		We		read	you		give you guidance
Because		They		obey God's laws	he		answer you
					your family		be happier
		He	(doesn't)	prays (pray?) in faith	?		be forgiven
		She		attends (attend?) church			feel God's love
		It		reads (read?)			feel true joy
				obey (obeys?) God			have a happy family
				repents (repent?)			find peace

Q. If we read will God give us guidance?

A. Yes, if you read God will give you guidance.

A. No, if you read God will not give you guidance.

Q. Why is it that if I repent I will find peace?

A. Because if you repent you will feel God's love.

A. Because if you repent you will be forgiven.

Function: Asking and answering questions of cause and effect
Context: Promising blessings

Scenario

You and your companion will extend a commitment to your investigator who is hesitant to accept.

1. Practice: Decide which commitment you want to extend your investigator. Think about what you will do if your investigator says "no". Discuss some possible reasons your investigator may not want to keep this commitment.

2. Re-practice: Your companion will be your investigator. Invite him to keep the commitment you have chosen. Try to help him understand the blessings he can receive from keeping this commitment by bearing testimony. Use the grammar from this lesson as much as possible.

Additional Scenario

Complete the Personal Study Activity on page 198 in Preach My Gospel. Identify different ways that you can use the future tense and the conditional tense to promise others these blessings.

Additional Resources

- Red Book, pg. 336-338

Conceptual Practice: Simple Past vs. Present Perfect

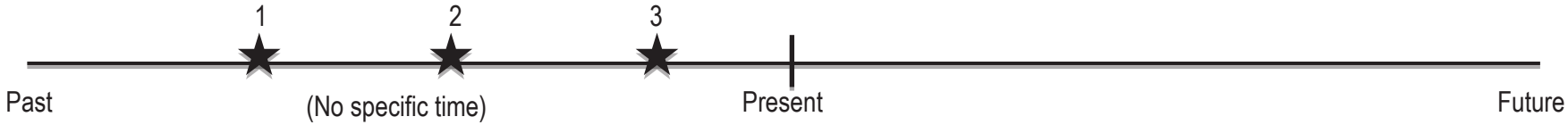
Simple Past Tense

Joseph Smith <u>prayed</u> in 1820.
Christ and Heavenly Father <u>appeared</u> to Joseph Smith.

Present Perfect Tense

Christ <u>has atoned</u> for our sins.
God <u>has blessed</u> my family.
I <u>have felt</u> the Holy Ghost
We <u>have been baptized</u>.

I <u>have read</u> the Book of Mormon three times.



I <u>have been</u> a member since 2001.

I <u>have been</u> here for two months.

Practice: Do exercise 13 on pg. 44 of the blue grammar book.

Present Perfect

	Christ	has	atoned	for our sins
Yes,	I/You/We/They	have (not/haven't)	be ➔ been	forgiven
No,				blessed
How?	He/She/It	has (not/hasn't)		
Why?		?	receive ➔ received	peace
When?				
Because			suffer ➔ suffered	for our sins
			die ➔ died	for our sorrows
			pay ➔ paid	
			bless ➔ blessed	our lives

Q. Have you been forgiven?

A. Yes, I have been forgiven.

A. No, I have not (haven't) been forgiven.

Q. Why have you been blessed?

A. Because Christ has paid for our sins.

A. Because Christ has suffered for our sorrows.

Function: Asking about and describing actions and events
Context: Sharing testimony

Scenario

You will teach your progressing investigator about the Atonement.

1. Practice: Prepare to teach your investigator by writing your testimony of the Atonement and explaining what Christ has done for you. Use grammar from this lesson.

2. Re-practice: Your companion will be your investigator. Share your testimony about the Atonement and what Christ has done for you. Use grammar from this lesson. Switch partners and practice again.

Additional Scenario

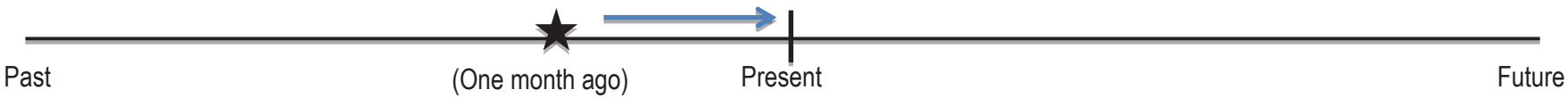
Review a progress record with your companion. Ask questions like: "What have we taught?", "What have we invited the investigator to do?", "What has the investigator done?"

Additional Resources

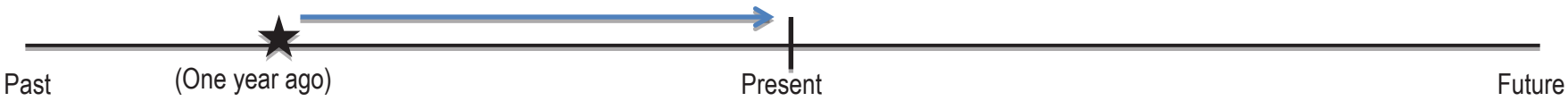
- Blue Book, pg. 36-45
- TALL Book: The Atonement
- Preach My Gospel Chp. 3: "The Atonement of Jesus Christ"

John has been reading the Book of Mormon.
I have been looking for something more.
They have been attending church.
We have been praying to know the truth.

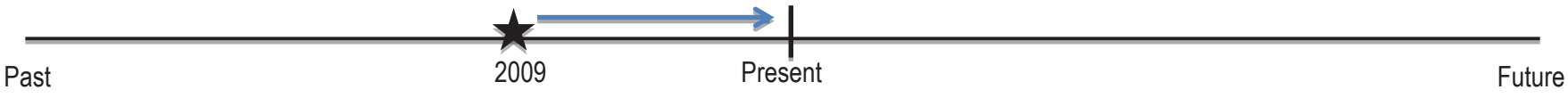
We have been meeting with the missionaries for one month.



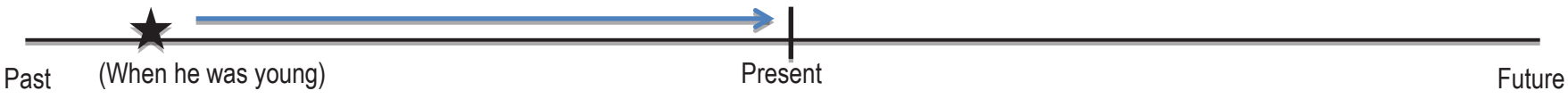
Emily has been trying to stop smoking for a year.



Roger has been searching for the truth since 2009.



He has been praying since he was young.



Present Perfect Progressive

	He	has	been	studying	the scriptures
Yes,	I/You/We/They	have (not/haven't)	be > been	read + ing ➔ reading	the scriptures
No,				study + ing ➔ studying	The Book of Mormon
How?					
What?				pray + ing ➔ praying	to God
Why?	He/She/It	has (not/hasn't)			for answers from God
When?	The investigator				for the truth
	?				
				teach + ing ➔ teaching	the commandments
				keep + ing ➔ keeping	commitments

Q. How has he been keeping commitments?

A. He has been reading The Book of Mormon.

A. He has been praying for answers from God.

Q. Has the investigator been keeping the commandments?

A. Yes, he has been keeping the commandments.

A. No, she hasn't been keeping the commandments.

Function: Asking about and describing actions and events
Context: Discussing investigator progress

Scenario

You and your companion will report on the progress of your investigators at Ward Council.

1. Practice: With your companion, discuss what your investigators have been doing. Using the grammar from this lesson, write their progress down in preparation for Ward Council.

2. Re-practice: Your teacher will take the role of the bishop. Report to the bishop what the investigators have been doing to the bishop.

Additional Scenario

Talk with your companion about the strength of your relationship. What things have you been doing well? What things do you want to improve?

Additional Resources

- Blue Book, pg. 46-49

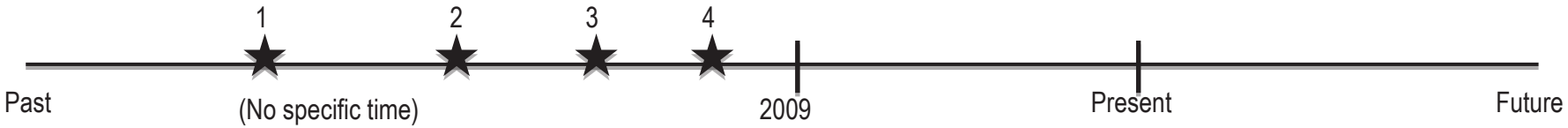
Conceptual Practice: Past Perfect

I had read the Book of Mormon. (Before I was baptized)

Joseph Smith had attended many churches. (Before his first vision)

Jesus Christ had established his church. (Before he was crucified)

By 2009, I had met with the missionaries four times.



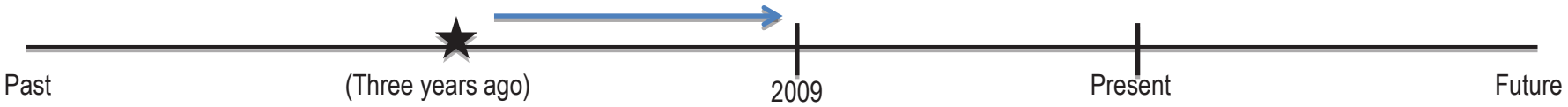
By the time I was baptized I had gained a strong testimony.

I had been reading the Book of Mormon. (Before I was baptized)

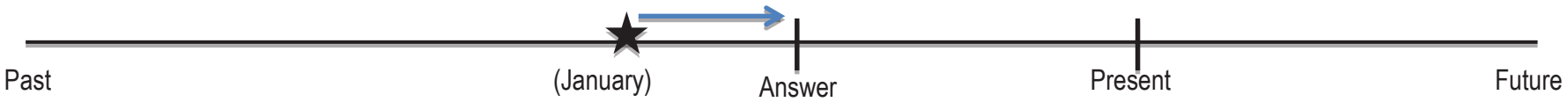
Joseph Smith had been attending many churches. (Before his first vision)

I had been studying at a university. (Before my mission)

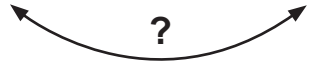
By 2009, I had been meeting with the missionaries for three years.



He had been meeting with the missionaries since January. (Before he received an answer)



Past Perfect

	I	had	read	3 Nephi 11
Yes,	I/You/We/They		gather + ed ➔ gathered	around the temple together
No,	He/She/It		talk + ed ➔ talked	about Christ.
How long?	Heavenly Father	had (not/hadn't)	remember + ed ➔ remembered	the prophecies.
When?	Jesus Christ		hear ➔ heard	the voice from heaven.
Why?	Nephi		understand ➔ understood	the spirit.
Because			appear + ed ➔ appeared	to the Nephites.
			speak ➔ spoken	power to baptize.
			receive + ed ➔ received	

Q. Had he prayed to God often in his youth?

A. Yes, he had prayed to God often in his youth.

A. No, he had not (hadn't) prayed to God often in his youth.

Q. Had you felt the Spirit in your life?

A. Yes, I had felt the Spirit in my life?

A. No, I had not (hadn't) felt the spirit in my life.

Function: Asking about and describing actions and events
Context: Using the scriptures

Scenario

You are teaching one of your progressing investigators about Christ. Decide which investigator you will practice teaching and any questions they might have about Christ before you begin.

1. Practice: Read through 3 Ne 11: 12-16 with your companion and identify phrases that use the past perfect. After, using the entire chapter, read each verse aloud, and pause to explain what is happening using the grammar listed above.

2. Re-practice: Role play with your companion teaching one of your progressing investigators. Practice explaining when Christ appeared to the Nephites and answering any questions your investigator has using as much grammar as possible.

Additional Scenario

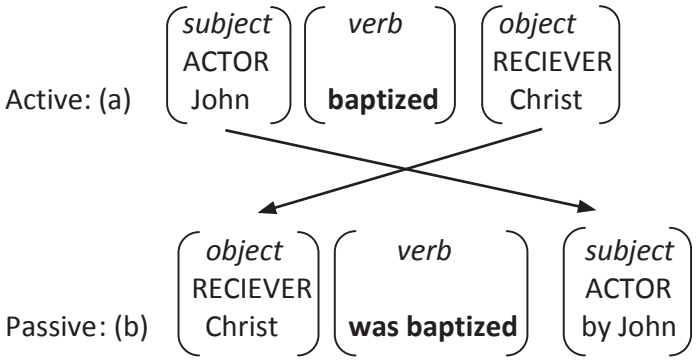
You will teach a new family for the first time. Teach about Joseph Smith and the Restoration of the Gospel. Use the grammar from the lesson as much as possible.

Choose a chapter in the Book of Mormon that has been especially meaningful to you. Study the background of the chapter; what could you share with people to help them understand it better. Using the grammar of the lesson as much as possible, teach your companion what you have learned.

Additional Resources

- Blue Book, pg. 50-52

Active vs. Passive



In passive, the *object* becomes the *subject* of the sentence. The verb "to be" is added before the main verb. The subject in the passive sentence is followed by the word **by.**

Tense forms of the Passive

	Active			Passive			
(a) simple present	John	**baptizes**	Christ	Christ	**is**	**baptized**	by John.
(b) present progressive	John	**is baptizing**	Christ	Christ	**is being**	**baptized**	by John.
(c) present perfect*	John	**has baptized**	Christ	Christ	**has been**	**baptized**	by John.
(d) simple past	John	**baptized**	Christ	Christ	**was**	**baptized**	by John.
(e) past progressive	John	**was baptizing**	Christ	Christ	**was being**	**baptized**	by John.
(f) past perfect*	John	**had baptized**	Christ	Christ	**had been**	**baptized**	by John.
(g) simple future	John	**will baptize**	Christ	Christ	**will be**	**baptized**	by John.
(h) *be going to*	John	**is going to baptize**	Christ	Christ	**is going to be**	**baptized**	by John.
(i) future perfect*	John	**will have baptized**	Christ	Christ	**will have been**	**baptized**	by John.

* The progressive forms in *present perfect, past perfect,* and *future perfect* are not used very often.

(j) **Was** Christ *baptized* by John? (k) **Has** Christ *been baptized* by John?	The *subject* (by John) in the passive isn't always necessary in the sentence. You can say "Christ was baptized." and end the sentence there.

Passive Voice

	Jesus Christ	was	baptized	(by John the baptist).
Yes,	I/He/She/It	was (not/wasn't)	baptize ➤ baptized	(by someone with priesthood authority.)
No,	Jesus Christ			to gain eternal life.
Why?				to be baptized (by God).
How?	You/We/They	were (not/weren't)	command ➤ commanded	to endure to the end.
When?	God's children		invite ➤ invited	to have faith.
Because				to follow Him (by Christ).
			give ➤ given	an example to follow.
				a choice to be baptized (by God).
				the gift of the Holy Ghost.
				the priesthood authority of God.

Q. How was Jesus Christ baptized?

A. He was baptized by immersion.

A. He was baptized by John.

Q. Are we commanded to be baptized?

A. Yes, we are commanded by God to be baptized.

A. Yes, we are commanded to be baptized.

Scenario

You are preparing to teach one of your progressing investigators about baptism (from lesson 3).

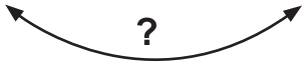
1. Practice: With a partner, read together 2 Ne 31:5-16. Talk about what each verse teaches using as much grammar as possible.

2. Re-practice: Teach your progressing investigator about the covenant of baptism using as much grammar as possible. Extend the baptismal baptismal invitation and notice its use of the passive voice.

Additional Scenario

Your investigator asks you to share what you remember from your baptism. Looking at the conceptual practice, use the passive voice in past tense to describe your experience (e.g. "I was baptized by my dad.")

Comparative and Superlative

	Nephi	was	more faithful than	Laman and Lemuel.
Yes,	Nephi	was (not/wasn't)	happy ➔ happier than	Laman and Lemuel
No,	The Savior		young ➔ younger than	Nephi
How?	Satan		wicked ➔ more wicked than	Satan
Why?			righteous ➔ more righteous than	the Savior
Because	Laman and Lemuel	were (not/weren't)	strong ➔ the strongest	in the family
			wise ➔ the wisest	of all God's children
			obedient ➔ the most obedient	
			prideful ➔ the most prideful	

Q. Why was Nephi happier than Laman and Lemuel?

A. Because he was more righteous than them.

A. Because he was more faithful than them.

Q. Was the Savior most obedient of all God's children?

A. Yes, he was the most obedient of all God's children.

A. Yes, he was the most righteous of all God's children.

Function: Asking and answering questions of contrasting attitudes, emotions, and feelings
Context: Teaching about characters in the Book of Mormon

Scenario

You will be teaching your companion who is pretending to be an investigator.

1. Practice: Review a few stories in the Book of Mormon about Nephi and Laman and Lemuel. After reading 1 Ne 3:1-7, make a list of words that describes Nephi and another list of words that describes Laman and Lemuel. Using the grammar learned, teach your companion how we can be more like Nephi.

2. Re-practice: Switch partners and practice again.

Additional Scenario

Using attributes that describe people, practice with your companion comparing members of your family (for example "My brother is taller than me" and "My sister is the shortest in the family").

Additional Resources

- Red Book pg. 454-474

He will have read the Book of Mormon by the time he is baptized.

I will have learned ten new words by tomorrow.

I will have learned English by the time I leave the MTC.

We will have taught four lessons by tonight.

Future Perfect

	I	will	have	read	1 Nephi 1	by	Friday.
Yes,	I	will (not/won't)	have	studied	the Book of Mormon	by	tomorrow
No,	You			learned	Alma 42		next week
How?	We				the first lesson		this evening
Why?	They			memorized	thirty new words		the end of the week
When?	He				five scriptures		January
Because	She			invited	our investigator to be baptized		
				taught	the Plan of Salvation		

Q. Will you have studied the Book of Mormon by next week?

A. Yes, I will have studied the Book of Mormon by next week.

A. No, I will not have studied the Book of Mormon by next week.

Q. When will you have taught the first lesson?

A. I will have taught the first lesson by tonight.

A. I won't have taught the first lesson by tomorrow.

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Setting Goals

Scenario

You and your companion will be setting goals and making plans during your weekly planning session.

1. Practice: Read the quote by Elder Ballard on page 146. Why is it important to set goals? In companionships, set goals and make plans for the upcoming week. Use as much of the grammar as possible to make plans to help your investigators, help you better learn the language, and invite the Spirit into your life.

2. Re-practice: Pull out your language study plan and review your goals with your companion. Set new goals if needed. Use the grammar as much as possible.

Additional Scenario

Ponder the following questions: "By next week, what will I have done to become more like Christ?" Talk with each one of the missionaries about their plans, and have them discuss their ideas as companions.

Additional Resources

- Blue grammar book: pg. 73-75
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- Preach My Gospel: pg. 146

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